SKILL 1: BE SURE THE SENTENCE HAS A SUBJECT AND A VERB

You know that a sentence in English should have a subject and a verb. The most common types of problems that you will encounter in structure questions on the TOEFL test have to do with subjects and verbs: perhaps the sentence is missing either the subject or the verb or both, or perhaps the sentence has an extra subject or verb.

Example 1 from the Paper and Computer TOEFL® Tests 

_____ was backed up for miles on the freeway.

(A) Yesterday
(B) In the morning
(C) Traffic
(D) Cars

In this example you should notice immediately that there is a verb *was,* but there is no subject. Answer (C) is the best answer because it contains the singular subject *traffic* that agrees with the singular verb *was.* Answer (A), *yesterday,* and answer (B), *in the morning,* are not subjects, so they are not correct. Although answer (D), *cars,* could be a subject, it is not correct because *cars* is plural and it does not agree with the singular verb *was.*

Example 2 from the Paper and Computer TOEFL® Tests 

Engineers _____ for work on the new space program.

(A) necessary
(B) are needed
(C) hopefully
(D) next month

In this example you should notice immediately that the sentence has a subject *engineers* and that there is no verb. Because answer (B), *are needed,* is a verb, it is the best answer. Answers (A), (C), and (D) are not verbs, so they are not correct.

Example 3 from the Paper and Computer TOEFL® Tests 

The boy _____ going to the movies with a friend.

(A) he is
(B) he always was
(C) is relaxing
(D) will be

This sentence has a subject *boy* and has part of a verb *going;* to be correct, some form of the verb *be* is needed to make the sentence complete. Answers (A) and (B) are incorrect because the sentence already has a subject *boy* and does not need the extra subject *he.* Answer (C) is incorrect because *relaxing* is an extra verb part that is unnecessary because of *going.* Answer (D) is the best answer; *will be* together with *going* is a complete verb.

The following chart outlines what you should remember about subjects and verbs:

SUBJECTS AND VERBS
A *sentence* in English must have at least one *subject* and one *verb.*

EXERCISE 1: Underline the subjects once and the verbs twice in each of the following sentences. Then indicate if the sentences are correct (C) or incorrect (I).

I 1. Last week went fishing for trout at the nearby mountain lake.

C 2. A schedule of the day's events can be obtained at the front desk.

____ 3. A job on the day shift or the night shift at the plant available.

____ 4. The new computer program has provides a variety of helpful applications.

____ 5. The box can be opened only with a special screwdriver.

____ 6. The assigned text for history class it contains more than twenty chapters.

____ 7. The papers in the wastebasket should be emptied into the trash can outside.

____ 8. Departure before dawn on a boat in the middle of the harbor.

____ 9. Yesterday found an interesting article on pollution.

____ 10. The new machine is processes 50 percent more than the previous machine.

SKILL 2: BE CAREFUL OF OBJECTS OF PREPOSITIONS

An object of a preposition is a noun, pronoun, gerund or noun clause that comes after a preposition, such as *in, at, of, to, by, behind, on,* and so on, to form a prepositional phrase.

(After his *exams*) Tom will take a trip (by *boat*).

This sentence contains two objects of prepositions. *Exams* is the object of the preposition *after,* and *boat* is the object of the preposition *by.*

An object of a preposition can cause confusion in structure questions on the TOEFL test because it can be mistaken for the subject of a sentence.

Example from the Paper and Computer TOEFL® Tests 

With his friend _B_ found the movie theater.

(A) has
(B) he
(C) later
(D) when

In this example you should look first for the subject and the verb. You should notice the verb *found* and should also notice that there is no subject. Do not think that *friend* is the subject; *friend* is the object of the preposition *with,* and one noun cannot be both a subject and an object at the same time. Because a subject is needed in this sentence, answer (B), *he,* is the best answer. Answers (A), (C), and (D) are not correct because they cannot be subjects.

The following chart outlines the key information that you should remember about objects of prepositions:

OBJECTS OF PREPOSITIONS
A *preposition* is followed by a noun, pronoun, gerund or noun clause that is called an *object of the preposition.* If a word is an *object of a preposition,* it is not the *subject.*

NOTE: A lengthy list of prepositions and practice in recognizing prepositions can be found in Appendix D at the back of the text. You may want to complete these exercises before continuing with Exercise 2.

EXERCISE 2: Each of the following sentences contains one or more prepositional phrases. Underline the subjects once and the verbs twice. Circle the prepositional phrases that come before the verb. Then indicate if the sentences are correct (C) or incorrect (I).

_C_ 1. The interviews (by radio broadcasters) were carried live by the station.

_I_ 2. (In the last possible moment) (before takeoff) took his seat in the airplane.

____ 3. At the neighborhood flower shop, flowers in quantities of a dozen or a half dozen can be delivered for free.

____ 4. The progressive reading methods at this school are given credit for the improved test scores.

____ 5. For the last three years at various hospitals in the county has been practicing medicine.

____ 6. In the past a career in politics was not considered acceptable in some circles.

____ 7. Shopping in the downtown area of the city it has improved a lot in recent years.

____ 8. At the building site the carpenters with the most experience were given the most intricate work.

____ 9. For the fever and headache took two aspirin tablets.

____ 10. The report with complete documentation was delivered at the conference.

SKILL 3: BE CAREFUL OF APPOSITIVES

Appositives can cause confusion in structure questions on the TOEFL test because an appositive can be mistaken for the subject of a sentence. An appositive is a noun that comes before or after another noun and has the same meaning.

Sally, the best *student* in the class, got an A on the exam.

In this example *Sally* is the subject of the sentence and *the best student in the class* can easily be recognized as an appositive phrase because of the noun *student* and because of the commas. The sentence says that *Sally* and *the best student in the class* are the same person. Note that if you leave out the appositive phrase, the sentence still makes sense (*Sally got an A on the exam*).

The following example shows how an appositive can be confused with the subject of a sentence in structure questions on the TOEFL test.

Example 1 from the Paper and Computer TOEFL® Tests

_____, George, is attending the lecture.

(A) Right now
(B) Happily
(C) Because of the time
(D) My friend

In this example you should recognize from the commas that *George* is not the subject of the sentence. *George* is an appositive. Because this sentence still needs a subject, the best answer is (D), *my friend*. Answers (A), (B), and (C) are incorrect because they are not subjects.

The next example shows that an appositive does not always come after the subject; an appositive can also come at the beginning of the sentence.

Example 2 from the Paper and Computer TOEFL® Tests

_____, Sarah rarely misses her basketball shots.

(A) An excellent basketball player
(B) An excellent basketball player is
(C) Sarah is an excellent basketball player
(D) Her excellent basketball play

In this example you can tell that *Sarah* is the subject and *misses* is the verb because there is no comma separating them. In the space you should put an appositive for Sarah, and Sarah is *an excellent basketball player,* so answer (A) is the best answer. Answers (B) and (C) are not correct because they each contain the verb *is,* and an appositive does not need a verb. Answer (D) contains a noun, *play,* that could possibly be an appositive, but *play* is not the same as *Sarah,* so this answer is not correct.

The following chart outlines the key information that you should remember about appositives:

APPOSITIVES
An *appositive* is a noun that comes before or after another noun and is generally set off from the noun with commas. If a word is an *appositive,* it is not the *subject.* The following appositive structures are both possible in English:
S, APP, V ***Tom, a really good mechanic, is fixing the car.***
APP, S V ***A really good mechanic, Tom is fixing the car.***

EXERCISE 3: Each of the following sentences contains an appositive. Underline the subjects once and the verbs twice. Circle the appositive phrases. Then indicate if the sentences are correct (C) or incorrect (I).

C 1. (The son of the previous owner,) the new owner is undertaking some fairly broad changes in management policy.

I 2. Last semester, (a friend,) graduated *cum laude* from the university.

____ 3. Valentine's Day, February 14, is a special holiday for sweethearts.

____ 4. At long last, the chief executive officer, has decided to step down.

____ 5. Tonight's supper, leftovers from last night, did not taste any better tonight than last night.

____ 6. The only entrance to the closet, the door was kept locked at all times.

____ 7. In the cold of winter, a wall heating unit, would not turn on.

____ 8. The new tile pattern, yellow flowers on a white background, really brightens up the room.

____ 9. The high-powered computer the most powerful machine of its type, was finally readied for use.

____ 10. A longtime friend and confidant, the psychologist was often invited over for Sunday dinner.

SKILL 4: BE CAREFUL OF PRESENT PARTICIPLES

A present participle is the *-ing* form of the verb (*talking, playing*). In structure questions on the TOEFL test, a present participle can cause confusion because it can be either a part of the verb or an adjective. It is part of the verb when it is preceded by some form of the verb *be.*

The man *is talking* to his friend.
VERB

In this sentence *talking* is part of the verb because it is accompanied by *is.*

A present participle is an adjective when it is not accompanied by some form of the verb *be.*

The man *talking* to his friend has a beard.
ADJECTIVE

In this sentence *talking* is an adjective and not part of the verb because it is not accompanied by some form of *be.* The verb in this sentence is *has.*

The following example shows how a present participle can be confused with the verb in structure questions on the TOEFL test.

Example from the Paper and Computer TOEFL® Tests 

The child _____ playing in the yard is my son.

(A) now
(B) is
(C) he
(D) was

In this example, if you look at only the first words of the sentence, it appears that *child* is the subject and *playing* is part of the verb. If you think that *playing* is part of the verb, you might choose answer (B), *is,* or answer (D), *was,* to complete the verb. However, these two answers are incorrect because *playing* is not part of the verb. You should recognize that *playing* is a participial adjective rather than a verb because there is another verb in the sentence *is.* In this sentence there is a complete subject *child* and a complete verb *is,* so this sentence does not need another subject or verb. The best answer here is (A).

The following chart outlines what you should remember about present participles:

PRESENT PARTICIPLES
A *present participle* is the *-ing* form of the verb. The ***present participle*** can be (1) **part of the verb** or (2) an **adjective.** It is part of the *verb* when it is accompanied by some form of the verb *be.* It is an *adjective* when it is not accompanied by some form of the verb *be.* 1. *The boy is* ***standing*** *in the corner.* 2. *The boy* ***standing*** *in the corner was naughty.*

EXERCISE 4: Each of the following sentences contains one or more present participles. Underline the subjects once and the verbs twice. Circle the present participles and label them as adjectives or verbs. Then indicate if the sentences are correct (C) or incorrect (I).

C 1. The companies (offering) the lowest prices will have the most customers.
ADJ.

I 2. Those travelers are (completing) their trip on Delta should report to Gate Three.
VERB

____ 3. The artisans were demonstrating various handicrafts at booths throughout the fair.

____ 4. The fraternities are giving the wildest parties attract the most new pledges.

____ 5. The first team winning four games is awarded the championship.

____ 6. The speaker was trying to make his point was often interrupted vociferously.

____ 7. The fruits were rotting because of the moisture in the crates carrying them to market.

____ 8. Any students desiring official transcripts should complete the appropriate form.

____ 9. The advertisements were announcing the half-day sale received a lot of attention.

____ 10. The spices flavoring the meal were quite distinctive.

SKILL 5: BE CAREFUL OF PAST PARTICIPLES

Past participles can cause confusion in structure questions on the TOEFL test because a past participle can be either an adjective or a part of a verb. The past participle is the form of the verb that appears with *have* or *be*. It often ends in *-ed*, but there are also many irregular past participles in English. (See Appendix F for a list of irregular past participles.)

The family *has purchased* a television.
VERB

The poem *was written* by Paul.
VERB

In the first sentence the past participle *purchased* is part of the verb because it is accompanied by *has*. In the second sentence the past participle *written* is part of the verb because it is accompanied by *was*.

A past participle is an adjective when it is not accompanied by some form of *be* or *have*.

The television *purchased* yesterday was expensive.
ADJECTIVE

The poem *written* by Paul appeared in the magazine.
ADJECTIVE

In the first sentence *purchased* is an adjective rather than a verb because it is not accompanied by a form of *be* or *have* (and there is a verb, *was*, later in the sentence). In the second sentence *written* is an adjective rather than a verb because it is not accompanied by a form of *be* or *have* (and there is a verb, *appeared*, later in the sentence).

The following example shows how a past participle can be confused with the verb in structure questions on the TOEFL test.

Example from the Paper and Computer TOEFL® Tests 

The packages _____ mailed at the post office will arrive Monday.

(A) have
(B) were
(C) them
(D) just

In this example, if you look only at the first few words of the sentence, it appears that *packages* is the subject and *mailed* is either a complete verb or a past participle that needs a helping verb. But if you look further in the sentence, you will see that the verb is *will arrive.* You will then recognize that *mailed* is a participial adjective and is therefore not part of the verb. Answers (A) and (B) are incorrect because *mailed* is an adjective and does not need a helping verb such as *have* or *were.* Answer (C) is incorrect because there is no need for the object *them.* Answer (D) is the best answer to this question.

The following chart outlines what you should remember about past participles:

PAST PARTICIPLES

A *past participle* often ends in *-ed,* but there are also many irregular past participles. For many verbs, including *-ed* verbs, the *simple past* and the *past participle* are the same and can be easily confused. The *-ed* form of the verb can be (1) the *simple past,* (2) the *past participle* of a verb, or (3) an *adjective.*

1. *She* ***painted*** *this picture.*
2. *She has* ***painted*** *this picture.*
3. *The picture* ***painted*** *by Karen is now in a museum.*

EXERCISE 5: Each of the following sentences contains one or more past participles. Underline the subjects once and the verbs twice. Circle the past participles and label them as adjectives or verbs. Then indicate if the sentences are correct (C) or incorrect (I).

I 1. The money was (offered) by the client was not (accepted.)
VERB VERB

C 2. The car (listed) in the advertisement had already (stalled.)
ADJ. VERB

_____ 3. The chapters were taught by the professor this morning will be on next week's exam.

_____ 4. The loaves of bread were baked in a brick oven at a low temperature for many hours.

_____ 5. The ports were reached by the sailors were under the control of a foreign nation.

_____ 6. Those suspected in the string of robberies were arrested by the police.

_____ 7. The pizza is served in this restaurant is the tastiest in the county.

_____ 8. The courses are listed on the second page of the brochure have several prerequisites.

_____ 9. All the tenants were invited to the Independence Day barbecue at the apartment complex.

_____ 10. Any bills paid by the first of the month will be credited to your account by the next day.

EXERCISE (Skills 1–5): Underline the subjects once and the verbs twice in each of the following sentences. Then indicate if the sentences are correct (C) or incorrect (I).

_____ 1. For three weeks at the beginning of the semester students with fewer than the maximum number of units can add additional courses.

_____ 2. On her lunch hour went to a nearby department store to purchase a wedding gift.

_____ 3. The fir trees were grown for the holiday season were harvested in November.

_____ 4. In the grove the overripe oranges were falling on the ground.

_____ 5. The papers being delivered at 4:00 will contain the announcement of the president's resignation.

_____ 6. A specialty shop with various blends from around the world in the shopping mall.

_____ 7. The portraits exhibited in the Houston Museum last month are now on display in Dallas.

_____ 8. With a sudden jerk of his hand threw the ball across the field to one of the other players.

_____ 9. Construction of the housing development it will be underway by the first of the month.

_____ 10. Those applicants returning their completed forms at the earliest date have the highest priority.

TOEFL EXERCISE (Skills 1–5): Choose the letter of the word or group of words that best completes the sentence.

1. The North Platte River _____ from Wyoming into Nebraska.
   (A) it flowed
   (B) flows
   (C) flowing
   (D) with flowing water

2. _____ Biloxi received its name from a Sioux word meaning "first people."
   (A) The city of
   (B) Located in
   (C) It is in
   (D) The tour included

3. A pride of lions _____ up to forty lions, including one to three males, several females, and cubs.

   (A) can contain
   (B) it contains
   (C) contain
   (D) containing

4. _____ tea plant are small and white.

   (A) The
   (B) On the
   (C) Having flowers the
   (D) The flowers of the

5. The tetracyclines, _____ antibiotics, are used to treat infections.

   (A) are a family of
   (B) being a family
   (C) a family of
   (D) their family is

6. Any possible academic assistance from taking stimulants _____ marginal at best.

   (A) it is
   (B) there is
   (C) is
   (D) as

7. Henry Adams, born in Boston, _____ famous as a historian and novelist.

   (A) became
   (B) and became
   (C) he was
   (D) and he became

8. The major cause _____ the pull of the Moon on the Earth.

   (A) the ocean tides are
   (B) of ocean tides is
   (C) of the tides in the ocean
   (D) the oceans' tides

9. Still a novelty in the late nineteenth century, _____ limited to the rich.

   (A) was
   (B) was photography
   (C) it was photography
   (D) photography was

10. A computerized map of the freeways using information gathered by sensors embedded in the pavement _____ on a local cable channel during rush hours.

    (A) airs
    (B) airing
    (C) air
    (D) to air

SENTENCES WITH MULTIPLE CLAUSES

Many sentences in English have more than one clause. (A clause is a group of words containing a subject and a verb.) Whenever you find a sentence on the TOEFL test with more than one clause, you need to make sure that every subject has a verb and every verb has a subject. Next you need to check that the various clauses in the sentence are correctly joined. There are various ways to join clauses in English. Certain patterns appear frequently in English and on the TOEFL test. You should be very familiar with these patterns.

SKILL 6: USE COORDINATE CONNECTORS CORRECTLY

When you have two clauses in an English sentence, you must connect the two clauses correctly. One way to connect two clauses is to use *and, but, or, so,* or *yet* between the clauses.

Tom is singing, *and* Paul is dancing.

Tom is tall, *but* Paul is short.

Tom must write the letter, *or* Paul will do it.

Tom told a joke, *so* Paul laughed.

Tom is tired, *yet* he is not going to sleep.

In each of these examples, there are two clauses that are correctly joined with a coordinate conjunction *and, but, or, so,* or *yet,* and a comma (,).

The following example shows how this sentence pattern could be tested in structure questions on the TOEFL test.

Example from the Paper and Computer TOEFL® Tests 

A power failure occurred, _____ the lamps went out.

(A) then
(B) so
(C) later
(D) next

In this example you should notice quickly that there are two clauses, *a power failure occurred* and *the lamps went out.* This sentence needs a connector to join the two clauses. *Then, later,* and *next* are not connectors, so answers (A), (C), and (D) are not correct. The best answer is answer (B) because *so* can connect two clauses.

The following chart lists the coordinate connectors and the sentence pattern used with them:

COORDINATE CONNECTORS				
and	*but*	*or*	*so*	*yet*
S V, coordinate connector S V				
She laughed,	***but***		***she wanted to cry.***	

EXERCISE 6: Each of the following sentences contains more than one clause. Underline the subjects once and the verbs twice. Circle the connectors. Then indicate if the sentences are correct (C) or incorrect (I).

C 1. The software should be used on a laptop computer, (and) this computer is a laptop.

I 2. The rain clouds can be seen in the distance, (but) no has fallen.

_____ 3. They are trying to sell their house, it has been on the market for two months.

_____ 4. So the quality of the print was not good, I changed the typewriter ribbon.

_____ 5. The lifeguard will warn you about the riptides, or she may require you to get out of the water.

_____ 6. You should have finished the work yesterday, yet is not close to being finished today.

____ 7. The phone rang again and again, so the receptionist was not able to get much work done.

____ 8. The missing wallet was found, but the cash and credit cards had been removed.

____ 9. Or you can drive your car for another 2,000 miles, you can get it fixed.

____ 10. The chemist was awarded the Nobel Prize, he flew to Europe to accept it.

SKILL 7: USE ADVERB *TIME* AND *CAUSE* CONNECTORS CORRECTLY

Sentences with adverb clauses have two basic patterns in English. Study the clauses and connectors in the following sentences:

I will sign the check *before* you leave.

Before you leave, I will sign the check.

In each of these examples, there are two clauses: *you leave* and *I will sign the check,* and the clause *you leave* is an adverb time clause because it is introduced with the connector *before.* In the first example the connector *before* comes in the middle of the sentence, and no comma (,) is used. In the second example the connector *before* comes at the beginning of the sentence. In this pattern, when the connector comes at the beginning of the sentence, a comma (,) is required in the middle of the sentence.

The following example shows how this sentence pattern could be tested in structure questions on the TOEFL test.

Example from the Paper and Computer TOEFL® Tests

____ was late, I missed the appointment.

(A) I
(B) Because
(C) The train
(D) Since he

In this example you should recognize easily that there is a verb, *was,* that needs a subject. There is also another clause, *I missed the appointment.* If you choose answer (A) or answer (C), you will have a subject for the verb *was,* but you will not have a connector to join the two clauses. Because you need a connector to join two clauses, answers (A) and (C) are incorrect. Answer (B) is incorrect because there is no subject for the verb *was.* Answer (D) is the best answer because there is a subject, *he,* for the verb *was,* and there is a connector, *since,* to join the two clauses.

The following chart lists adverb *time* and *cause* connectors and the sentence patterns used with them:

ADVERB TIME AND CAUSE CONNECTORS					
TIME				CAUSE	
after	*as soon as*	*once*	*when*	*as*	*now that*
as	*before*	*since*	*whenever*	*because*	*since*
as long as	*by the time*	*until*	*while*	*inasmuch as*	
S V		adverb connector		S V	
Teresa went inside		***because***		***it was raining.***	
adverb connector	S V,			S V	
Because	***it was raining,***			***Teresa went inside.***	

EXERCISE 7: Each of the following sentences contains more than one clause. Underline the subjects once and the verbs twice. Circle the connectors. Then indicate if the sentences are correct (C) or incorrect (I).

C 1. (Since) the bank closes in less than an hour, the deposits need to be tallied immediately.

I 2. Their backgrounds are thoroughly investigated (before) are admitted to the organization.

___ 3. The citizens are becoming more and more incensed about traffic accidents whenever the accidents occur at that intersection.

___ 4. The ground had been prepared, the seedlings were carefully planted.

___ 5. We can start the conference now that all the participants have arrived.

___ 6. The building quite vulnerable to damage until the storm windows are installed.

___ 7. Once the address label for the package is typed, can be sent to the mail room.

___ 8. Because the recent change in work shifts was not posted, several workers missed their shifts.

___ 9. The mother is going to be quite upset with her son as long as he misbehaves so much.

___ 10. Inasmuch as all the votes have not yet been counted the outcome of the election cannot be announced.

SKILL 8: USE OTHER ADVERB CONNECTORS CORRECTLY

Adverb clauses can express the ideas of time and cause, as you saw in Skill 7; adverb clauses can also express a number of other ideas, such as contrast, condition, manner, and place. Because these clauses are adverb clauses, they have the same structure as the time and cause clauses in Skill 7. Study the following examples:

I will leave at 7:00 *if* I am ready.

Although I was late, I managed to catch the train.

In each of these examples, there are two clauses that are correctly joined with adverb connectors. In the first sentence, the adverb condition connector *if* comes in the middle of the sentence. In the second sentence, the adverb contrast connector *although* comes at the beginning of the sentence, and a comma (,) is used in the middle of the sentence.

The following example shows a way that this sentence pattern can be tested in the Structure section of the TOEFL test.

Example from the Paper and Computer TOEFL® Tests 

You will get a good grade on the exam provided _____.

(A) studying
(B) study
(C) to study
(D) you study

In this example you should quickly notice the adverb condition connector *provided.* This connector comes in the middle of the sentence; because it is a connector, it must be followed by a subject and a verb. The best answer to this question is answer (D), which contains the subject and verb *you study.*

The following chart lists adverb contrast, condition, manner, and place connectors and the sentence patterns used with them:

OTHER ADVERB CONNECTORS			
CONDITION	CONTRAST	MANNER	PLACE
if *in case* *provided* *providing* *unless* *whether*	*although* *even though* *though* *while* *whereas*	*as* *in that*	*where* *wherever*
S V	(adverb connector)	S V	
Bob went to school	***even though***	***he felt sick.***	
(adverb connector)	S V,	S V	
Even though	***Bob felt sick,***	***he went to school.***	
NOTE: A comma is often used in the middle of the sentence with a contrast connector. *The Smith family arrived at 2:00,* ***while*** *the Jones family arrived an hour later.*			

EXERCISE 8: Each of the following sentences contains more than one clause. Underline the subjects once and the verbs twice. Circle the connectors. Then indicate if the sentences are correct (C) or incorrect (I).

C 1. It is impossible to enter that program (if) you lack experience as a teacher.

I 2. The commandant left strict orders about the passes, several soldiers left the post anyway.

____ 3. No one is admitted to the academy unless he or she the education requirements.

____ 4. While most students turned the assignment in on time, a few asked for an extension.

____ 5. I will take you wherever need to go to complete the registration procedures.

____ 6. I will wait here in the airport with you whether the plane leaves on time or not.

____ 7. Providing the envelope is postmarked by this Friday, your application still acceptable.

____ 8. As the nurse already explained all visitors must leave the hospital room now.

____ 9. This exam will be more difficult than usual in that it covers two chapters instead of one.

____ 10. Though snow had been falling all day long, everyone got to the church on time for the wedding.

EXERCISE (Skills 6–8): Underline the subjects once and the verbs twice in each of the following sentences. Circle the connectors. Then indicate if the sentences are correct (C) or incorrect (I).

_____ 1. Until the registrar makes a decision about your status, you must stay in an unclassified category.

_____ 2. Or the bills can be paid by mail by the first of the month.

_____ 3. The parents left a phone number with the baby-sitter in case a problem with the children.

_____ 4. The furniture will be delivered as soon it is paid for.

_____ 5. Whenever you want to hold the meeting, we will schedule it.

_____ 6. The government was overthrown in a revolution, the king has not returned to his homeland.

_____ 7. Whereas most of the documents are complete, this form still needs to be notarized.

_____ 8. Trash will be collected in the morning, so you should put the trash cans out tonight.

_____ 9. It is impossible for the airplane to take off while is snowing so hard.

_____ 10. We did not go out to dinner tonight even though I would have preferred not to cook.

TOEFL EXERCISE (Skills 6–8): Choose the letter of the word or group of words that best completes the sentence.

1. The president of the United States appoints the cabinet members, _____ appointments are subject to Senate approval.
   (A) their
   (B) with their
   (C) because their
   (D) but their

2. The prisoners were prevented from speaking to reporters because _____.
   (A) not wanting the story in the papers
   (B) the story in the papers the superintendent did not want
   (C) the public to hear the story
   (D) the superintendent did not want the story in the papers

3. Like Thomas Berger's fictional character *Little Big Man,* Lauderdale managed to find himself where _____ of important events took place.
   (A) it was an extraordinary number
   (B) there was an extraordinary number
   (C) an extraordinary number
   (D) an extraordinary number existed

4. _____ sucked groundwater from below, some parts of the city have begun to sink as much as ten inches annually.
   (A) Pumps have
   (B) As pumps have
   (C) So pumps have
   (D) With pumps

5. Case studies are the target of much skepticism in the scientific community, _____ used extensively by numerous researchers.

(A) they are
(B) are
(C) yet they
(D) yet they are

6. According to the hypothesis in the study, the monarchs pick up the magnetic field of the _____ migrate by following magnetic fields.

(A) target monarchs
(B) target since monarchs
(C) target since monarchs are
(D) target

7. _____ show the relations among neurons, they do not preclude the possibility that other aspects are important.

(A) Neural theories
(B) A neural theory
(C) Although neural theories
(D) However neural theories

8. _____ or refinanced, the lender will generally require setting up an escrow account to ensure the payment of property taxes and homeowner's insurance.

(A) A home is
(B) A home is bought
(C) When a home
(D) When a home is bought

9. If ultraviolet radiation enters the Earth's atmosphere, _____ generally blocked by the ozone concentrated in the atmosphere.

(A) it
(B) it is
(C) so it is
(D) then it

10. Among human chromosomes, the Y chromosome is unusual _____ most of the chromosome does not participate in meiotic recombination.

(A) in
(B) so
(C) and
(D) in that

TOEFL REVIEW EXERCISE (Skills 1–8): Choose the letter of the word or group of words that best completes the sentence.

1. The three basic chords in _____ the tonic, the dominant, and the subdominant.

(A) functional harmony
(B) functional harmony is
(C) functional harmony are
(D) functional harmony they are

2. _____ Hale Telescope, at the Palomar Observatory in southern California, scientists can photograph objects several billion light years away.

(A) The
(B) With the
(C) They use the
(D) It is the

3. Without the proper card installed inside the computer, _____ impossible to run a graphics program.

(A) is definitely
(B) because of
(C) it is
(D) is

4. The charter for the Louisiana lottery was coming up for renewal, _____ spared no expense in the fight to win renewal.

(A) the lottery committee
(B) so the lottery committee and
(C) so the lottery committee
(D) the lottery committee made

5. While in reality Alpha Centauri is a triple star, _____ to the naked eye to be a single star.

   (A) it appears
   (B) but it appears
   (C) appears
   (D) despite it

6. The Sun's gravity severely distorted the path of the comet _____ entered its wildly erratic orbit around Jupiter.

   (A) it
   (B) when
   (C) after the comet came into it
   (D) once the comet

7. Each object _____ Jupiter's magnetic field is deluged with electrical charges.

   (A) enters
   (B) it enters
   (C) entering
   (D) enter

8. As its name suggests, the Prairie Wetlands Resource Center _____ the protection of wetlands on the prairies of the Dakotas, Montana, Minnesota, and Nebraska.

   (A) it focuses
   (B) focuses on
   (C) focusing
   (D) to focus on

9. One of the largest and most powerful birds of prey in the world, _____ a six-foot wingspan and legs and talons roughly the size of a man's arms and legs.

   (A) so the harpy has
   (B) the harpy having
   (C) with the harpy having
   (D) the harpy has

10. _____ creation of such a community was a desirable step, the requisite political upheaval had to be accepted.

    (A) Since the
    (B) The
    (C) Later, the
    (D) It was the

MORE SENTENCES WITH MULTIPLE CLAUSES

As we saw in Skills 6 through 8, many sentences in English have more than one clause. In Skills 9 through 12, we will see more patterns for connecting the clauses in sentences with multiple clauses. Because these patterns appear frequently in English and on the TOEFL test, you should be very familiar with them.

SKILL 9: USE NOUN CLAUSE CONNECTORS CORRECTLY

A noun clause is a clause that functions as a noun; because the noun clause is a noun, it is used in a sentence as either an object of a verb, an object of a preposition, or the subject of the sentence.

I know [*when* he will arrive.]
NOUN CLAUSE AS OBJECT OF VERB

I am concerned about [*when* he will arrive.]
NOUN CLAUSE AS OBJECT OF PREPOSITION

[*When* he will arrive] is not important.
NOUN CLAUSE AS SUBJECT

In the first example there are two clauses, *I know* and *he will arrive.* These two clauses are joined with the connector *when. When* changes the clause *he will arrive* into a noun clause that functions as the object of the verb *know.*

In the second example the two clauses *I am concerned* and *he will arrive* are also joined by the connector *when. When* changes the clause *he will arrive* into a noun clause that functions as the object of the preposition *about.*

The third example is more difficult. In this example there are two clauses, but they are a little harder to recognize. *He will arrive* is one of the clauses, and the connector *when* changes it into a noun clause that functions as the subject of the sentence. The other clause has the noun clause *when he will arrive* as its subject and *is* as its verb.

The following example shows how these sentence patterns could be tested in structure questions on the TOEFL test.

Example from the Paper and Computer TOEFL® Tests

_____ was late caused many problems.

(A) That he
(B) The driver
(C) There
(D) Because

In this example there are two verbs, *was* and *caused,* and each of these verbs needs a subject. Answer (B) is wrong because *the driver* is one subject, and two subjects are needed. Answers (C) and (D) are incorrect because *there* and *because* are not subjects. The best answer is answer (A). If you choose answer (A), the completed sentence would be: *That he was late caused many problems.* In this sentence *he* is the subject of the verb *was,* and the noun clause *that he was late* is the subject of the verb *caused.*

The following chart lists the noun clause connectors and the sentence patterns used with them:

NOUN CLAUSE CONNECTORS			
• *what, when, where, why, how*	• *whatever, whenever*	• *whether, if*	• *that*

NOUN CLAUSE AS OBJECT

S V (noun connector S V)

I know what you did.

NOUN CLAUSE AS SUBJECT

(noun connector S V) V

What you did was wrong.

EXERCISE 9: Each of the following sentences contains more than one clause. Underline the subjects once and the verbs twice. Circle the connectors. Put boxes around the noun clauses. Then indicate if the sentences are correct (C) or incorrect (I).

C 1. [(When) the season starts] is determined by the weather.

I 2. The manual [(how) the device should be built.]

____ 3. The schedule indicated if the teams would be playing in the final game.

____ 4. He refused to enter a plea could not be determined by the lawyer.

____ 5. Talked about where we should go for lunch.

____ 6. Why the condition of the patient deteriorated so rapidly it was not explained.

____ 7. Whether or not the new office would be built was to be determined at the meeting.

____ 8. That the professor has not yet decided when the paper is due.

____ 9. The contract will be awarded is the question to be answered at the meeting.

____ 10. He always talked with whomever he pleased and did whatever he wanted.

SKILL 10: USE NOUN CLAUSE CONNECTOR/SUBJECTS CORRECTLY

In Skill 9 we saw that noun clause connectors were used to introduce noun subject clauses or noun object clauses. In Skill 10 we will see that in some cases a noun clause connector is not just a connector; a noun clause connector can also be the subject of the clause at the same time.

I do not know [*what* is] in the box.
NOUN CLAUSE AS OBJECT OF VERB

We are concerned about [*who* will do the work.]
NOUN CLAUSE AS OBJECT OF PREPOSITION

[*Whoever* is coming to the party] must bring a gift.
NOUN CLAUSE AS SUBJECT

In the first example there are two clauses: *I do not know* and *what is in the box.* These two clauses are joined by the connector *what.* It is important to understand that in this sentence the word *what* serves two functions. It is both the subject of the verb *is* and the connector that joins the two clauses.

In the second example there are two clauses. In the first clause *we* is the subject of *are.* In the second clause *who* is the subject of *will do. Who* also serves as the connector that joins the two clauses. The noun clause *who will do the work* functions as the object of the preposition *about.*

In the last example there are also two clauses: *whoever* is the subject of the verb *is coming,* and the noun clause *whoever is coming to the party* is the subject of *must bring.* The word *whoever* serves two functions in the sentence: It is the subject of the verb *is coming,* and it is the connector that joins the two clauses.

The following example shows how this sentence pattern could be tested in structure questions on the TOEFL test.

Example from the Paper and Computer TOEFL® Tests

_____ was on television made me angry.

(A) It
(B) The story
(C) What
(D) When

In this example you should notice immediately that there are two verbs, *was* and *made,* and each of those verbs needs a subject. Answers (A) and (B) are incorrect because *it* and *the story* cannot be the subject for both *was* and *made* at the same time. Answer (D) is incorrect because *when* is not a subject. In answer (C) *what* serves as both the subject of the verb *was* and the connector that joins the two clauses together; the noun clause *what was on television* is the subject of the verb *made.* Answer (C) is therefore the best answer.

The following chart lists the noun clause connector/subjects and the sentence patterns used with them:

NOUN CLAUSE CONNECTOR/SUBJECTS		
who *whoever*	*what* *whatever*	*which* *whichever*

NOUN CLAUSE AS OBJECT

S V [noun connector/subject V]

I know ***what*** ***happened.***

NOUN CLAUSE AS SUBJECT

[noun connector/subject V] V

What ***happened*** ***was great.***

EXERCISE 10: Each of the following sentences contains more than one clause. Underline the subjects once and the verbs twice. Circle the connectors. Put boxes around the noun clauses. Then indicate if the sentences are correct (C) or incorrect (I).

C 1. The game show contestant was able to respond to [(whatever) was asked.]

I 2. You should find out [(which) the best physics department.]

_____ 3. The employee was unhappy about what was added to his job description.

_____ 4. Whoever wants to take the desert tour during spring break signing up at the office.

_____ 5. The motorist was unable to discover who he had struck his car.

_____ 6. The voters should elect whichever of the candidates seems best to them.

_____ 7. It was difficult to distinguish between what was on sale and what was merely on display.

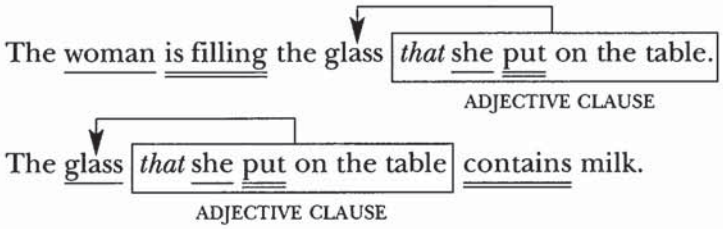
_____ 8. You should buy whatever the cheapest and most durable.

_____ 9. What was written in the letter angered him beyond belief.

_____ 10. You can spend your time with whoever important to you.

SKILL 11: USE ADJECTIVE CLAUSE CONNECTORS CORRECTLY

An adjective clause is a clause that describes a noun. Because the clause is an adjective, it is positioned directly after the noun that it describes.



In the first example there are two clauses: *woman* is the subject of the verb *is filling,* and *she* is the subject of the verb *put. That* is the adjective clause connector that joins these two clauses, and the adjective clause *that she put on the table* describes the noun *glass.*

In the second example there are also two clauses: *glass* is the subject of the verb *contains,* and *she* is the subject of the verb *put.* In this sentence also, *that* is the adjective clause connector that joins these two clauses, and the adjective clause *that she put on the table* describes the noun *glass.*

The following example shows how these sentence patterns could be tested in structure questions on the TOEFL test.

Example from the Paper and Computer TOEFL® Tests

The gift _____ selected for the bride was rather expensive.

(A) because
(B) was
(C) since
(D) which we

In this example you should notice quickly that there are two clauses: *gift* is the subject of the verb *was,* and the verb *selected* needs a subject. Because there are two clauses, a connector is also needed. Answers (A) and (C) have connectors, but there are no subjects, so these answers are not correct. Answer (B) changes *selected* into a passive verb; in this case the sentence would have one subject and two verbs, so answer (B) is not correct. The best answer to this question is answer (D). The correct sentence should say: *The gift which we selected for the bride was rather expensive.* In this sentence *gift* is the subject of the verb *was, we* is the subject of the verb *selected,* and the connector *which* joins these two clauses.

The following chart lists the adjective clause connectors and the sentence patterns used with them:

ADJECTIVE CLAUSE CONNECTORS		
whom (for people)	*which* (for things)	*that* (for people or things)
S V — adjective connector — S V		
I liked the book	***which***	***you recommended.***
S — adjective connector — S V — V		
The book	***which***	***you recommended*** — ***was interesting.***
NOTE: The adjective connectors can be omitted. This omission is very common in spoken English or in casual written English. It is not as common in formal English or in structure questions on the TOEFL test.		

EXERCISE 11: Each of the following sentences contains more than one clause. Underline the subjects once and the verbs twice. Circle the connectors. Put boxes around the adjective clauses. Then indicate if the sentences are correct (C) or incorrect (I).

C 1. It is important to fill out the form in the way (that) you have been instructed.

I 2. The car (which) I have been driving for five years for sale at a really good price.

____ 3. I just finished reading the novel whom the professor suggested for my book report.

____ 4. The plane that he was scheduled to take to Hawaii was delayed.

____ 5. The movie which we watched on cable last night it was really frightening.

____ 6. I made an appointment with the doctor whom you recommended.

____ 7. The enthusiasm with which he greeted me made me feel welcome.

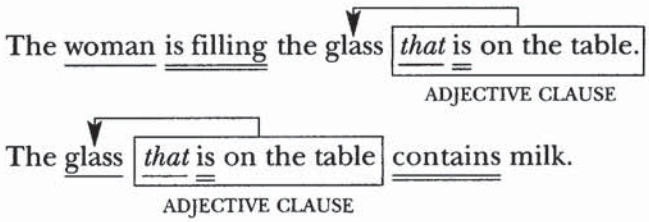
____ 8. The story that you told me about Bob.

____ 9. The men with whom were having the discussion did not seem very friendly.

____ 10. I'm not really sure about taking part in the plans that we made last night.

SKILL 12: USE ADJECTIVE CLAUSE CONNECTOR/SUBJECTS CORRECTLY

In Skill 11 we saw that adjective clause connectors were used to introduce clauses that describe nouns. In Skill 12 we will see that in some cases an adjective clause connector is not just a connector; an adjective clause connector can also be the subject of the clause at the same time.



In the first example there are two clauses: *woman* is the subject of the verb *is filling,* and *that* is the subject of the verb *is.* These two clauses are joined with the connector *that.* Notice that in this example the word *that* serves two functions at the same time: it is the subject of the verb *is,* and it is the connector that joins the two clauses. The adjective clause *that is on the table* describes the noun *glass.*

In the second example, there are also two clauses: *glass* is the subject of the verb *contains,* and *that* is the subject of the verb *is.* In this example *that* also serves two functions: it is the subject of the verb *is,* and it is the connector that joins the two clauses. Because *that is on the table* is an adjective clause describing the noun *glass,* it directly follows *glass.*

The following example shows how these sentence patterns could be tested in structure questions on the TOEFL test.

Example from the Paper and Computer TOEFL® Tests

_____ is on the table has four sections.

(A) The notebook
(B) The notebook which
(C) Because the notebook
(D) In the notebook

In this example you should notice immediately that the sentence has two verbs, *is* and *has,* and each of them needs a subject. You know that *table* is not a subject because it follows the preposition *on; table* is the object of the preposition. The only answer that has two subjects is answer (B), so answer (B) is the correct answer. The correct sentence should say: *The notebook which is on the table has four sections.* In this sentence *notebook* is the subject of the verb *has,* and *which* is the subject of the verb *is. Which* is also the connector that joins the two clauses.

The following chart lists the adjective clause connector/subjects and the sentence patterns used with them:

ADJECTIVE CLAUSE CONNECTOR/SUBJECTS		
who (for people)	*which* (for things)	*that* (for people or things)
S V — adjective connector/subject — V		
She needs a secretary	***who***	***types fast.***
S — adjective connector/subject — V — V		
A secretary	***who***	***types fast is invaluable.***

EXERCISE 12: Each of the following sentences contains more than one clause. Underline the subjects once and the verbs twice. Circle the connectors. Put boxes around the adjective clauses. Then indicate if the sentences are correct (C) or incorrect (I).

C 1. The ice cream (that) is served in the restaurant has a smooth, creamy texture.

I 2. The cars are trying to enter the freeway system are lined up for blocks.

____ 3. I have great respect for everyone who on the Dean's List.

____ 4. It is going to be very difficult to work with the man which just began working here.

____ 5. The door that leads to the vault it was tightly locked.

____ 6. The neighbors reported the man who was trying to break into the car to the police.

____ 7. These plants can only survive in an environment is extremely humid.

____ 8. The boss meets with any production workers who they have surpassed their quotas.

____ 9. The salesclerk ran after the woman who had left her credit card in the store.

____ 10. The shoes which matched the dress that was on sale.

EXERCISE (Skills 9–12): Each of the following sentences contains more than one clause. Underline the subjects once and the verbs twice. Circle the connectors. Put boxes around the clauses. Then indicate if the sentences are correct (C) or incorrect (I).

____ 1. No one explained to me whether was coming or not.

____ 2. The part of the structure that has already been built needs to be torn down.

____ 3. The girl who she just joined the softball team is a great shortstop.

____ 4. I have no idea about when the meeting is supposed to start.

____ 5. We have been told that we can leave whenever want.

____ 6. The racquet with whom I was playing was too big and too heavy for me.

____ 7. I will never understand that he did.

____ 8. He was still sick was obvious to the entire medical staff.

____ 9. What is most important in this situation it is to finish on time.

____ 10. The newspapers that were piled up on the front porch were an indication that the residents had not been home in some time.

TOEFL EXERCISE (Skills 9–12): Choose the letter of the word or group of words that best completes the sentence.

1. Dolphins form extremely complicated allegiances and _____ continually change.

   (A) enmities that
   (B) that are enmities
   (C) enmities that are
   (D) that enmities

2. Scientists are now beginning to conduct experiments on _____ trigger different sorts of health risks.

   (A) noise pollution can
   (B) that noise pollution
   (C) how noise pollution
   (D) how noise pollution can

3. The Apollo 11 astronauts _____ of the Earth's inhabitants witnessed on the famous first moonwalk on July 20, 1969, were Neil Armstrong and Buzz Aldrin.

   (A) whom
   (B) whom millions
   (C) were some
   (D) whom some were

4. At the end of the nineteenth century, Alfred Binet developed a test for measuring intelligence _____ served as the basis of modern IQ tests.

   (A) has
   (B) it has
   (C) and
   (D) which has

5. _____ have at least four hours of hazardous materials response training is mandated by federal law.

   (A) All police officers
   (B) All police officers must
   (C) That all police officers
   (D) For all police officers

6. A cloud's reservoir of negative charge extends upward from the altitude at _____ the freezing point.

   (A) temperatures hit
   (B) hit temperatures
   (C) which temperatures hit
   (D) which hit temperatures

7. In a 1988 advanced officers' training program, Sampson developed a plan to incorporate police in enforcing environmental protection laws whenever _____ feasible.

   (A) it is
   (B) is
   (C) has
   (D) it has

8. _____ will be carried in the next space shuttle payload has not yet been announced to the public.

   (A) It
   (B) What
   (C) When
   (D) That

9. During free fall, _____ up to a full minute, a skydiver will fall at a constant speed of 120 m.p.h.

   (A) it is
   (B) which is
   (C) being
   (D) is

10. The fact _____ the most important ratings period is about to begin has caused all the networks to shore up their schedules.

    (A) is that
    (B) of
    (C) that
    (D) what

TOEFL REVIEW EXERCISE (Skills 1–12): Choose the letter of the word or group of words that best completes the sentence.

1. _____ loom high above the northern and northeastern boundaries of the expanding city of Tucson.
   (A) The Santa Catalina mountains
   (B) Because the Santa Catalina mountains
   (C) The Santa Catalina mountains are
   (D) That the Santa Catalina mountains

2. Radioactive _____ provides a powerful way to measure geologic time.
   (A) it
   (B) dates
   (C) dating
   (D) can

3. _____ contained in the chromosomes, and they are thought of as the units of heredity.
   (A) Genes which are
   (B) Genes are
   (C) When genes
   (D) Because of genes

4. The benefit _____ the study is that it provides necessary information to anyone who needs it.
   (A) of
   (B) which
   (C) that
   (D) because

5. The same symptoms that occur _____ occur with cocaine.
   (A) amphetamines can
   (B) with amphetamines can
   (C) so amphetamines
   (D) with amphetamines they

6. Many companies across the country have molded the concepts _____ describes into an integrated strategy for preventing stress.
   (A) and Wolf
   (B) that Wolf
   (C) what Wolf
   (D) so Wolf

7. _____ in the first draft of the budget will not necessarily be in the final draft.
   (A) Although it appears
   (B) It appears
   (C) What appears
   (D) Despite its appearance

8. If a food label indicates that a food is mostly carbohydrate, it does not mean _____ is a good food to eat.
   (A) and it
   (B) and
   (C) that it
   (D) when

9. A need for space law to include commercial concerns has been recognized inasmuch _____ been expanding drastically in recent years.
   (A) the commercial launch industry
   (B) the commercial launch industry has
   (C) as has the commercial launch industry
   (D) as the commercial launch industry has

10. The report on the nuclear power plant indicated that when the plant had gone on line _____ unsafe.
    (A) and it had been
    (B) it had been
    (C) had been
    (D) that it had been

SENTENCES WITH REDUCED CLAUSES

It is possible in English for a clause to appear in a complete form or in a reduced form.

My friend should be on the train *which is arriving at the station now.*

Although it was not really difficult, the exam took a lot of time.

The first sentence shows an adjective clause in its complete form, *which is arriving at the station now,* and in its reduced form, *arriving at the station now.* The second sentence shows an adverb clause in its complete form, *although it was not really difficult,* and its reduced form, *although not really difficult.*

The two types of clauses that can reduce in English are: (1) adjective clauses and (2) adverb clauses. It is important to become familiar with these reduced clauses because they appear frequently on the TOEFL test.

SKILL 13: USE REDUCED ADJECTIVE CLAUSES CORRECTLY

Adjective clauses can appear in a reduced form. In the reduced form, the adjective clause connector and the *be*-verb that directly follow it are omitted.

The woman *who is waving to us* is the tour guide.

The letter *which was written last week* arrived today.

The pitcher *that is on the table* is full of iced tea.

Each of these sentences may be used in the complete form or in the reduced form. In the reduced form the connector *who, which,* or *that* is omitted along with the *be*-verb *is* or *was.*

If there is no *be*-verb in the adjective clause, it is still possible to have a reduced form. When there is no *be*-verb in the adjective clause, the connector is omitted and the verb is changed into the *-ing* form.

I don't understand the article *which appears in today's paper.* → *appearing*

In this example there is no *be*-verb in the adjective clause *which appears in today's paper,* so the connector *which* is omitted and the main verb *appears* is changed to the *-ing* form *appearing.*

It should be noted that not all adjective clauses can appear in a reduced form. An adjective clause can appear in a reduced form only if the adjective clause connector is followed directly by a verb. In other words, an adjective clause can only be reduced if the connector is also a subject.

The woman *that I just met* is the tour guide. (*does not reduce*)

The letter *which you sent me* arrived yesterday. (*does not reduce*)

In these two examples the adjective clauses cannot be reduced because the adjective clause connectors *that* and *which* are not directly followed by verbs; *that* is directly followed by the subject *I,* and *which* is directly followed by the subject *you.*

A final point to note is that some adjective clauses are set off from the rest of the sentence with commas, and these adjective clauses can also be reduced. In addition, when an adjective clause is set off with commas, the reduced adjective clause can appear at the front of the sentence.

The White House, *which is located in Washington,* is the home of the president.
The White House, *located in Washington,* is the home of the president.
Located in Washington, the White House is the home of the president.

The president, *who is now preparing to give a speech,* is meeting with his advisors.
The president, *now preparing to give a speech,* is meeting with his advisors.
Now preparing to give a speech, the president is meeting with his advisors.

In these two examples, the adjective clauses are set off from the rest of the sentence with commas, so each sentence can be structured in three different ways: (1) with the complete clause, (2) with the reduced clause following the noun that it describes, and (3) with the reduced clause at the beginning of the sentence.

The following example shows how reduced adjective clauses could be tested in structure questions on the TOEFL test.

Example from the Paper and Computer TOEFL® Tests 

_____ on several different television programs, the witness gave conflicting accounts of what had happened.

(A) He appeared
(B) Who appeared
(C) Appearing
(D) Appears

In this example, answer (A) is incorrect because there are two clauses, *He appeared...* and *the witness gave...*, and there is no connector to join them. Answer (B) is incorrect because an adjective clause such as *who appeared...* cannot appear at the beginning of a sentence (unless it is in a reduced form). Answer (C) is the correct answer because it is the reduced form of the clause *who appeared,* and this reduced form can appear at the front of the sentence. Answer (D) is not the reduced form of a verb; it is merely a verb in the present tense; a verb such as *appears* needs a subject and a connector to be correct.

The following chart lists the structure for reduced adjective clauses and rules for how and when reduced forms can be used:

REDUCED ADJECTIVE CLAUSES		
with a *be*-verb in the adjective clause	~~(ADJECTIVE CONNECTOR/SUBJECT)~~ ~~*(who which that)*~~	~~(BE)~~
with no *be*-verb in the adjective clause	~~(ADJECTIVE CONNECTOR/SUBJECT)~~ ~~*(who which that)*~~	(VERB + *ING*)

- To reduce an adjective clause, omit the adjective clause connector/subject and the *be*-verb.
- If there is no *be*-verb, omit the connector/subject and change the main verb to the *-ing* form.
- Only reduce an adjective clause if the connector/subject is directly followed by the verb.
- If an adjective clause is set off with commas, the reduced clause can be moved to the front of the sentence.

EXERCISE 13: Each of the following sentences contains an adjective clause, in a complete or reduced form. Underline the adjective clauses. Then indicate if the sentences are correct (C) or incorrect (I).

C 1. We will have to return the merchandise purchased yesterday at the Broadway.

I 2. The children sat in the fancy restaurant found it difficult to behave.

____ 3. Serving a term of four years, the mayor of the town will face reelection next year.

____ 4. The brand new Cadillac, purchasing less than two weeks ago, was destroyed in the accident.

____ 5. The fans who supporting their team always come out to the games in large numbers.

____ 6. The suspect can be seen in the photographs were just released by the police.

____ 7. The food placing on the picnic table attracted a large number of flies.

____ 8. Impressed with everything she had heard about the course, Marie signed her children up for it.

____ 9. The passengers in the airport waiting room, heard the announcement of the canceled flight, groaned audibly.

____ 10. Dissatisfied with the service at the restaurant, the meal really was not enjoyable.

SKILL 14: USE REDUCED ADVERB CLAUSES CORRECTLY

Adverb clauses can also appear in a reduced form. In the reduced form, the adverb connector remains, but the subject and *be*-verb are omitted.

Although he is rather unwell, the speaker will take part in the seminar.

When you are ready, you can begin your speech.

These two examples may be used in either the complete or reduced form. In the reduced form, the adverb connectors *although* and *when* remain; the subjects *he* and *you* as well as the *be*-verbs *is* and *are* are omitted.

If there is no *be*-verb in the adverb clause, it is still possible to have a reduced form. When there is no *be*-verb in the adverb clause, the subject is omitted and the main verb is changed into the *-ing* form.

Although he feeling rather sick, the speaker will take part in the seminar.

When you giving your speech, you should speak loudly and distinctly.

In the first example the adverb clause *although he feels rather sick* does not include a *be*-verb; to reduce this clause, the subject *he* is omitted and the main verb *feels* is changed to *feeling.* In the second example the adverb clause *when you give your speech* also does not include a *be*-verb; to reduce this clause, the subject *you* is omitted and the main verb *give* is changed to *giving.*

The following example shows how this sentence pattern could be tested in structure questions on the TOEFL test.

Example from the Paper and Computer TOEFL® Tests 

When _____, you are free to leave.

(A) the finished report
(B) finished with the report
(C) the report
(D) is the report finished

In this example you should notice the adverb connector *when,* and you should know that this time word could be followed by either a complete clause or a reduced clause. Answers (A) and (C) contain the subjects *the finished report* and *the report* and no verb, so these answers are incorrect. In answer (D) the subject and verb are inverted, and this is not a question, so answer (D) is incorrect. The correct answer is answer (B); this answer is the reduced form of the clause *when you are finished with the report.*

It should be noted that not all adverb clauses can appear in a reduced form, and a number of adverb clauses can only be reduced if the verb is in the passive form.

Once you submit your thesis, you will graduate.
(active — does not reduce)

Once it is submitted, your thesis will be reviewed.
(passive — does reduce)

In the first example, the adverb clause *once you submit your thesis* does not reduce because clauses introduced by *once* only reduce if the verb is passive, and the verb *submit* is active. In the second example, the adverb clause *once it is submitted* does reduce to *once submitted* because the clause is introduced by *once* and the verb *is submitted* is passive.

The following chart lists the structures for reduced adverb clauses and which adverb clause connectors can be used in a reduced form:

REDUCED ADVERB CLAUSES					
with a *be*-verb in the adverb clause	(ADVERB CONNECTOR) ~~(SUBJECT)~~ ~~(BE)~~				
with no *be*-verb in the adverb clause	(ADVERB CONNECTOR) ~~(SUBJECT)~~ (VERB + *ING*)				
	Time	Condition	Contrast	Place	Manner
reduces in ACTIVE	*after* *before* *since* *while*	*if* *unless* *whether*	*although* *though*		
reduces in PASSIVE	*once* *until* *when* *whenever*	*if* *unless* *whether*	*although* *though*	*where* *wherever*	*as*
• To reduce an adverb clause, omit the subject and the *be*-verb from the adverb clause. • If there is no *be*-verb, then omit the subject and change the verb to the *-ing* form.					

EXERCISE 14: Each of the following sentences contains a reduced adverb clause. Circle the adverb connectors. Underline the reduced clauses. Then indicate if the sentences are correct (C) or incorrect (I).

C 1. (If) not completely satisfied, you can return the product to the manufacturer.

I 2. Steve has had to learn how to cook and clean (since) left home.

____ 3. The ointment can be applied where needed.

____ 4. Tom began to look for a job after completing his master's degree in engineering.

____ 5. Although not selecting for the team, he attends all of the games as a fan.

____ 6. When purchased at this store, the buyer gets a guarantee on all items.

____ 7. The medicine is not effective unless taken as directed.

____ 8. You should negotiate a lot before buy a new car.

____ 9. Once purchased, the swimsuits cannot be returned.

____ 10. Though located near the coast, the town does not get much of an ocean breeze.

EXERCISE (Skills 13–14): Each of the following sentences contains a reduced clause. Underline the reduced clauses. Then indicate if the sentences are correct (C) or incorrect (I).

_____ 1. Though was surprised at the results, she was pleased with what she had done.

_____ 2. Wearing only a light sweater, she stepped out into the pouring rain.

_____ 3. The family stopped to visit many relatives while driving across the country.

_____ 4. The company president, needed a vacation, boarded a plane for the Bahamas.

_____ 5. When applying for the job, you should bring your letters of reference.

_____ 6. She looked up into the dreary sky was filled with dark thunderclouds.

_____ 7. Feeling weak after a long illness, Sally wanted to try to get back to work.

_____ 8. Before decided to have surgery, you should get a second opinion.

_____ 9. The construction material, a rather grainy type of wood, gave the room a rustic feeling.

_____ 10. The application will at least be reviewed if submitted by the fifteenth of the month.

TOEFL EXERCISE (Skills 13–14): Choose the letter of the word or group of words that best completes the sentence.

1. When _____ nests during spring nesting season, Canadian geese are fiercely territorial.
   (A) building
   (B) are building
   (C) built
   (D) are built

2. In 1870, Calvin, along with Adirondack hunter Alvah Dunning, made the first known ascent of Seward Mountain, _____ far from roads or trails.
   (A) a remote peak
   (B) it is a remote peak
   (C) a remote peak is
   (D) which a remote peak

3. Kokanee salmon begin to deteriorate and die soon _____ at the age of four.
   (A) they spawn
   (B) after spawning
   (C) spawn
   (D) spawned the salmon

4. _____ behind government secrecy for nearly half a century, the Hanford plant in central Washington produced plutonium for the nuclear weapons of the Cold War.
   (A) It is hidden
   (B) Hidden
   (C) Which is hidden
   (D) The plant is hiding

5. Until _____ incorrect, astronomers had assumed that the insides of white dwarfs were uniform.
   (A) they
   (B) their proof
   (C) the astronomers recently proven
   (D) recently proven

6. _____ artifacts from the early Chinese dynasties, numerous archeologists have explored the southern Silk Road.
   (A) They were searching for
   (B) It was a search for
   (C) Searched for
   (D) Searching for

7. In Hailey, the best-known lecturer was women's rights activist Abigail Scott Duniway of Portland, Oregon, who could usually be persuaded to speak _____ town visiting her son.

   (A) she was in
   (B) while in
   (C) while she was
   (D) was in

8. The National Restaurant _____ Washington, says that federal efforts to regulate workplace smoking would limit restaurants' ability to respond to the desires of their patrons.

   (A) Association in
   (B) Association is in
   (C) Association which is in
   (D) Association, based in

9. _____ in North American waterways a little over a decade ago, zebra mussels have already earned a nasty reputation for their expensive habit of clogging water pipes in the Great Lakes area.

   (A) The first sighting
   (B) Although first sighted
   (C) Zebra mussels were first sighted
   (D) First sighting

10. Small companies may take their goods abroad for trade shows without paying foreign value-added taxes by acquiring _____ an ATA carnet.

    (A) a document calls
    (B) a document called
    (C) calls a document
    (D) called a document

TOEFL REVIEW EXERCISE (Skills 1–14): Choose the letter of the word or group of words that best completes the sentence.

1. In the United States _____ approximately four million miles of roads, streets, and highways.

   (A) there
   (B) is
   (C) they
   (D) there are

2. _____ twelve million immigrants entered the United States via Ellis Island.

   (A) More than
   (B) There were more than
   (C) Of more than
   (D) The report of

3. The television, _____ so long been a part of our culture, has an enormous influence.

   (A) has
   (B) it has
   (C) which
   (D) which has

4. Psychologists have traditionally maintained that infants cannot formulate long-term memories until _____ the age of eight or nine months.

   (A) they
   (B) they reach
   (C) to reach
   (D) reach

5. _____ a cheese shop has since grown into a small conglomerate consisting of a catering business and two retail stores.

   (A) In the beginning of
   (B) It began as
   (C) Its beginning which was
   (D) What began as

6. Primarily a government contractor, _____ preferential treatment from government agencies as both a minority-group member and a woman.

   (A) receives Weber
   (B) Weber receives
   (C) the reception of Weber
   (D) according to Weber's reception

7. Because the project depends on _____ at the federal level, the city and county may have to wait until the budget cutting ends.

   (A) it happens
   (B) which happening
   (C) what happens
   (D) that it happens

8. _____ definitive study of a western hard-rock mining community cemetery appears to have been done is in Silver City, Nevada.

   (A) Most
   (B) The most
   (C) Where most
   (D) Where the most

9. One of the areas of multimedia that is growing quickly _____ is sound.

   (A) yet is easily overlooked
   (B) is easily overlooked
   (C) it is easily overlooked
   (D) that is easily overlooked

10. _____, early approaches for coping with workplace stress dealt with the problem only after its symptoms had appeared.

    (A) Although well-intending
    (B) Although it is a good intention
    (C) Although a good intention
    (D) Although well-intended

SENTENCES WITH INVERTED SUBJECTS AND VERBS

Subjects and verbs are inverted in a variety of situations in English. Inverted subjects and verbs occur most often in the formation of a question. To form a question with a helping verb (*be, have, can, could, will, would,* etc.), the subject and helping verb are inverted.

He can go to the movies.
Can he go to the movies?

You would tell me the truth.
Would you tell me the truth?

She was sick yesterday.
Was she sick yesterday?

To form a question when there is no helping verb in the sentence, the helping verb *do* is used.

He goes to the movies.
Does he go to the movies?

You told me the truth.
Did you tell me the truth?

There are many other situations in English when subjects and verbs are inverted, but if you just remember this method of inverting subjects and verbs, you will be able to handle the other situations. The most common problems with inverted subjects and verbs on the TOEFL test occur in the following situations: (1) with question words such as *what, when, where, why,* and *how;* (2) after some place expressions; (3) after negative expressions; (4) in some conditionals; and (5) after some comparisons.

SKILL 15: INVERT THE SUBJECT AND VERB WITH QUESTION WORDS

There is some confusion about when to invert the subject and verb after question words such as *what, when, where, why,* and *how.* These words can have two very different functions in a sentence. First, they can introduce a question, and in this case the subject and verb that follow are inverted.

What is the homework?
When can I leave?
Where are you going?

Also, these words can join together two clauses, and in this case the subject and verb that follow are not inverted.

I do not know *what* the homework is.
When I can leave, I will take the first train.
Do you know *where* you are going?

In each of these examples there are two clauses joined by a question word. Notice that the subjects and verbs that follow the question words *what, when,* and *where* are not inverted in this case.

The following example shows how this sentence pattern could be tested in structure questions on the TOEFL test.

Example from the Paper and Computer TOEFL® Tests

The lawyer asked the client why _____ it.

(A) did he do
(B) did he
(C) he did
(D) did

In this example the question word *why* is used to connect the two clauses, so a subject and verb are needed after this connector; this is not a question, so the subject and verb should not be inverted. The best answer is therefore answer (C).

The following chart lists the question words and their sentence patterns:

INVERTED SUBJECTS AND VERBS WITH QUESTION WORDS					
who	*what*	*when*	*where*	*why*	*how*
When the question word introduces a question, the subject and verb *are* inverted.					
(question word) V S ?					
What ***are they?***					
When the question word connects two clauses, the subject and verb that follow *are not* inverted.					
S V (question word) S V.					
I know ***what*** ***they are.***					

EXERCISE 15: Each of the following sentences contains a question word. Circle the question words. Underline the subjects once and the verbs twice. Then indicate if the sentences are correct (C) or incorrect (I).

I 1. The phone company is not certain (when) will the new directories be ready.

C 2. The professor does not understand (why) so many students did poorly on the exam.

____ 3. How new students can get information about parking?

____ 4. Where is it cheapest to get typeset copies printed?

____ 5. Only the pilot can tell you how far can the plane go on one tank of fuel.

____ 6. What type of security does he prefer for his investments?

____ 7. Not even the bank president knows when the vault will be opened.

____ 8. How long it has been since you arrived in the United States?

____ 9. The jury doubts what the witness said under cross-examination.

____ 10. Do you know why he wants to take an extended leave of absence?

SKILL 16: INVERT THE SUBJECT AND VERB WITH PLACE EXPRESSIONS

After ideas expressing place, the subject and the verb sometimes invert in English. This can happen with single words expressing place, such as *here, there,* or *nowhere.*

Here is the book that you lent me.
There are the keys that I thought I lost.
Nowhere have I seen such beautiful weather.

In the first example the place word *here* causes the subject *book* to come after the verb *is*. In the second example the place word *there* causes the subject *keys* to come after the verb *are*. In the last example the place word *nowhere* causes the subject *I* to come after the verb *have*.

The subject and verb can also be inverted after prepositional phrases expressing place.

In the closet are the clothes that you want.
Around the corner is Sam's house.
Beyond the mountains lies the town where you will live.

In the first example the prepositional phrase of place *in the closet* causes the subject *clothes* to come after the verb *are*. In the second example the prepositional phrase of place *around the corner* causes the subject *house* to come after the verb *is*. In the last example the prepositional phrase of place *beyond the mountains* causes the subject *town* to come after the verb *lies*.

It is important (and a bit difficult) to understand that the subject and verb will invert after place expressions at the beginning of a sentence only when the place expression is *necessary* to complete the sentence. Study the following examples:

In the forest are many exotic birds.
In the forest I walked for many hours.

In the first example the subject *birds* and verb *are* are inverted because the place expression *in the forest* is needed to complete the idea *many exotic birds are*.... In the second example the subject *I* and the verb *walked* are not inverted because the idea *I walked for many hours* is complete without the place expression *in the forest;* the place expression is therefore not needed to complete the sentence.

The following example shows how this sentence pattern could be tested in structure questions on the TOEFL test.

Example from the Paper and Computer TOEFL® Tests 

On the second level of the parking lot _____.

(A) is empty
(B) are empty
(C) some empty stalls are
(D) are some empty stalls

This example begins with the place expression *on the second level of the parking lot,* which consists of two prepositional phrases, *on the second level* and *of the parking lot.* This sentence needs a subject and a verb to be complete, and the two answers that contain both a subject, *stalls,* and verb, *are,* are answers (C) and (D). The subject and verb should be inverted because the place expression is necessary to complete the idea *some empty stalls are*.... The best answer is therefore answer (D).

The following chart lists the sentence patterns used with place expressions:

INVERTED SUBJECTS AND VERBS WITH PLACE EXPRESSIONS
When a place expression at the front of the sentence is *necessary* to complete the sentence, the subject and verb that follow *are* inverted. (PLACE (necessary)) V S ***In the classroom were some old desks.***
When a place expression at the front of the sentence contains *extra* information that is *not* needed to complete the sentence, the subject and verb that follow *are not* inverted. (PLACE (extra)) S V ***In the classroom, I studied very hard.***

EXERCISE 16: Each of the following sentences contains an expression of place at the beginning of the sentence. Circle the expressions of place. Look at the clauses that immediately follow the place expressions and underline the subjects once and the verbs twice. Then indicate if the sentences are correct (C) or incorrect (I).

C 1. (In front of the house) were some giant trees.

I 2. (There) a big house is on the corner.

____ 3. In the cave was a vast treasure of gems and jewels.

____ 4. To the north the stream is that the settlers will have to cross.

____ 5. Around the corner are the offices that you are trying to find.

____ 6. At the Italian restaurant was the food too spicy for my taste.

____ 7. Nowhere in the world farmers can grow such delicious food.

____ 8. In the backyard the two trees are that need to be pruned.

____ 9. Around the recreation hall and down the path are the tents where we will be staying this week.

____ 10. In the apartment next to mine a man and a woman were having a heated discussion.

SKILL 17: INVERT THE SUBJECT AND VERB WITH NEGATIVES

The subject and verb can also be inverted after certain negatives and related expressions. When negative expressions, such as *no, not,* or *never,* come at the beginning of a sentence, the subject and verb are inverted.

Not once did I miss a question.

Never has Mr. Jones taken a vacation.

At no time can the woman talk on the telephone.

In the first example the negative expression *not once* causes the subject *I* to come after the helping verb *did*. In the second example the negative word *never* causes the subject *Mr. Jones* to come after the helping verb *has*. In the last example the negative expression *at no time* causes the subject *woman* to come after the helping verb *can*.

Certain words in English, such as *hardly, barely, scarcely,* and *only,* act like negatives. If one of these words comes at the beginning of a sentence, the subject and verb are also inverted.

Hardly ever does he take time off.

(This means that he *almost never* takes time off.)

Only once did the manager issue overtime paychecks.

(This means that the manager *almost never* issued overtime paychecks.)

In the first example the "almost negative" expression *hardly ever* causes the subject *he* to come after the helping verb *does*. In the second example the "almost negative" expression *only once* causes the subject *manager* to come after the helping verb *did*.

When a negative expression appears in front of a subject and verb in the middle of a sentence, the subject and verb are also inverted. This happens often with the negative words *neither* and *nor*.

I do not want to go, and *neither* does Tom.

The secretary is not attending the meeting, *nor* is her boss.

In the first example the negative *neither* causes the subject *Tom* to come after the helping verb *does*. In the second example the negative *nor* causes the subject *boss* to come after the verb *is*.

The following example shows how this sentence pattern could be tested in structure questions on the TOEFL test.

Example from the Paper and Computer TOEFL® Tests 

Only in extremely dangerous situations _____ stopped.

(A) will be the printing presses
(B) the printing presses will be
(C) that the printing presses will be
(D) will the printing presses be

In this example you should notice that the sentence begins with the negative *only,* so an inverted subject and verb are needed. Answer (D) contains a correctly inverted subject and verb, with the helping verb *will,* the subject *printing presses,* and the main verb *be,* so answer (D) is the best answer.

The following chart lists the negative expressions and the sentence pattern used with them:

INVERTED SUBJECTS AND VERBS WITH NEGATIVES					
no	*not*	*never*	*neither*	*nor*	
barely	*hardly*	*only*	*rarely*	*scarcely*	*seldom*
When a negative expression appears *in front of* a subject and verb (at the beginning of a sentence or in the middle of a sentence) the subject and verb *are* inverted.					
(negative expression)			V	S	
Rarely			***were they so happy.***		

EXERCISE 17: Each of the following sentences contains a negative or "almost negative" expression. Circle the negative expressions. Look at the clauses that follow and underline the subjects once and the verbs twice. Then indicate if the sentences are correct (C) or incorrect (I).

I 1. (Never) the boy wrote to his sisters.

C 2. (On no occasion) did they say that to me.

____ 3. Steve did not win the prize, nor did he expect to do so.

____ 4. Only once in my life gone I have to New York City.

____ 5. Did he go out of the house at no time.

____ 6. Seldom their secretary has made such mistakes.

____ 7. No sooner had she hung up the phone than it rang again.

____ 8. Sheila did not arrive late for work, nor she left early.

____ 9. Barely had he finished the exam when the graduate assistant collected the papers.

____ 10. The police did not arrive in time to save the girl, and neither did the paramedics.

SKILL 18: INVERT THE SUBJECT AND VERB WITH CONDITIONALS

In certain conditional structures, the subject and verb may also be inverted. This can occur when the helping verb in the conditional clause is *had, should,* or *were,* and the conditional connector *if* is omitted.

If he had taken more time, the results would have been better.

Had he taken more time, the results would have been better.

I would help you *if* I were in a position to help.
I would help you were I in a position to help.

If you should arrive before 6:00, just give me a call.
Should you arrive before 6:00, just give me a call.

In each of these examples you can see that when *if* is included, the subject and verb are in the regular order (*if he had taken, if I were, if you should arrive*). It is also possible to omit *if;* in this case, the subject and verb are inverted (*had he taken, were I, should you arrive*).

The following example shows how this sentence pattern could be tested in structure questions on the TOEFL test.

Example from the Paper and Computer TOEFL® Tests 

The report would have been accepted _____ in checking its accuracy.

(A) if more care
(B) more care had been taken
(C) had taken more care
(D) had more care been taken

In this example a connector *if* and a subject and verb are needed, but *if* could be omitted and the subject and verb inverted. Answer (A) is incorrect because it contains the connector *if* and the subject *care* but no verb. Answer (B) is incorrect because it contains the subject *care* and the verb *had been taken* but does not have a connector. In answers (C) and (D), *if* has been omitted. Because it is correct to invert the subject *more care* and the helping verb *had,* answer (D) is correct.

The following chart lists the conditional verbs that may invert and the sentence patterns used with them:

INVERTED SUBJECTS AND VERBS WITH CONDITIONALS
had *should* *were*
When the verb in the conditional clause is *had, should,* or *were,* it is possible to omit *if* and invert the subject and verb. (omitted *if*) V S ***Were he here, he would help.***
It is also possible to keep *if.* Then the subject and verb *are not* inverted. *if* S V ***If he were here, he would help.***

EXERCISE 18: Each of the following sentences contains a conditional with a stated or an implied *if*. Circle the conditionals, or put an asterisk (*) where *if* has been omitted. Look at the clauses that follow and underline the subjects once and the verbs twice. Then indicate if the sentences are correct (C) or incorrect (I).

C 1. *Were our neighbors a bit more friendly, it would be somewhat easier to get to know them.

I 2. There are plenty of blankets in the closet if should you get cold during the night.

____ 3. Has he enough vacation days left this year, he will take two full weeks off in December.

____ 4. Had we been informed of the decision, we might have had something to say about it.

____ 5. I would like to know could you help me pack these boxes.

____ 6. He would have been in big trouble had not he remembered the assignment at the last minute.

____ 7. If your friends come to visit, will they stay in a hotel or at your house?

____ 8. He might be a little more successful today were he a little more willing to do some hard work.

____ 9. Should you ever visit this town again, I would be delighted to show you around.

____ 10. Do you think that she would give the speech were she asked to do so?

SKILL 19: INVERT THE SUBJECT AND VERB WITH COMPARISONS

An inverted subject and verb may also occur after a comparison. The inversion of a subject and verb after a comparison is optional, rather than required, and it is a rather formal structure. There have been a number of inverted comparisons on recent TOEFL tests, so you should be familiar with this structure.

My sister spends *more* hours in the office *than* John.
My sister spends *more* hours in the office *than* John does.
My sister spends *more* hours in the office *than* does John.

All three of these examples contain the comparison *more... than,* and all three are correct in English. It is possible to have the noun *John* alone, as in the first example; it is possible that the comparison is followed by the subject and verb *John does,* as in the second example; it is also possible that the comparison is followed by the inverted subject and verb *does John,* as in the third example.

The following example shows how this sentence pattern could be tested in structure questions on the TOEFL test.

Example from the Paper and Computer TOEFL® Tests 

The results of the current experiment appear to be more consistent than _____ the results of any previous tests.

(A) them
(B) were
(C) they were
(D) were they

In this example you should notice the comparison *more consistent than,* and you should also understand that *the results of the current experiment* is being compared with *the results of any previous tests.* Because *the results of any previous tests* is the subject, only a verb is needed; the best answer to this question is therefore answer (B). We know that it is possible for a subject and a verb to be inverted after a comparison, and in this case the subject *the results of any previous tests* comes after the verb *were.*

The following chart lists the sentence patterns used with comparisons:

INVERTED SUBJECTS AND VERBS WITH COMPARISONS					
The subject and verb *may* invert after a comparison. The following structures are both possible.					
S	V	comparison		S	V
We	***were***	***more prepared than***		***the other performers***	***were.***
S	V	comparison	V	S	
We	***were***	***more prepared than***	***were***	***the other performers.***	
NOTE: A subject-verb inversion after a comparison sounds rather formal.					

EXERCISE 19: Each of the following sentences contains a comparison. Circle the comparisons. Look at the clauses that follow and underline the subjects once and the verbs twice. Then indicate if the sentences are correct (C) or incorrect (I).

C 1. This candidate has received (more votes than) has any other candidate in previous years.

I 2. Obviously we were much (more impressed with the performance than) did the other members of the audience.

_____ 3. The film that we saw last night at the festival was far better than any of the other films.

_____ 4. The vegetables at the market this morning were far fresher than were those at the market yesterday.

_____ 5. I am afraid that is the condition of these tires as bad as the condition of the others.

_____ 6. We firmly believed that our team could achieve a much faster time than any of the others.

_____ 7. This apple pie is not as good as the last one that you made.

_____ 8. On the fishing trip, Bobby caught twice as many fish as anyone else did.

_____ 9. The final speaker gave us more details than had any of the previous speakers.

_____ 10. Do you know why does he need to sleep so many more hours than do the others?

EXERCISE (Skills 15–19): Each of these sentences contains a structure that could require an inverted subject and verb. Circle the structures that may require inverted subjects and verbs. Underline the subjects once and the verbs twice. Then indicate if the sentences are correct (C) or incorrect (I).

_____ 1. The town council is not sure why have the land developers changed their plans.

_____ 2. Never in the world I believed that this would happen.

_____ 3. The day might have been a little more enjoyable had the sun been out a little more.

_____ 4. Only once did the judge take the defense lawyer's suggestion.

_____ 5. Down the hall to the left the offices are that need to be painted.

_____ 6. Did the scientist explain what he put in the beaker?

_____ 7. Hardly ever it snows in this section of the country.

_____ 8. Elijah scored more points in yesterday's basketball final than had any other player in history.

_____ 9. In the state of California, earthquakes occur regularly.

_____ 10. He should ever call again, please tell him that I am not at home.

TOEFL EXERCISE (Skills 15–19): Choose the letter of the word or group of words that best completes the sentence.

1. Rarely _____ located near city lights or at lower elevations.
   (A) observatories are
   (B) are
   (C) in the observatories
   (D) are observatories

2. There are geographic, economic, and cultural reasons why _____ around the world.
   (A) diets differ
   (B) do diets differ
   (C) are diets different
   (D) to differ a diet

3. Were _____ millions of dollars each year replenishing eroding beaches, the coastline would be changing even more rapidly.

   (A) the U.S. Army Corps of Engineers not spending
   (B) the U.S. Army Corps of Engineers not spend
   (C) the U.S. Army Corps of Engineers does not spend
   (D) not spending the U.S. Army Corps of Engineers

4. Nowhere _____ more skewed than in the auto industry.

   (A) that retail trade figures
   (B) retail trade figures are
   (C) are retail trade figures
   (D) retail trade figures

5. New York City's Central Park is nearly twice as large _____ second smallest country, Monaco.

   (A) as
   (B) is the
   (C) as is
   (D) as is the

6. Potassium has a valence of positive one because it usually loses one electron when _____ with other elements.

   (A) does it combine
   (B) it combines
   (C) in combining
   (D) combination

7. The economic background of labor legislation will not be mentioned in this course, _____ be treated.

   (A) trade unionism will not
   (B) nor trade unionism will
   (C) nor will trade unionism
   (D) neither trade unionism will

8. _____ test positive for antibiotics when tanker trucks arrive at a milk processing plant, according to federal law, the entire truckload must be discarded.

   (A) Should milk
   (B) If milk
   (C) If milk is
   (D) Milk should

9. Located behind _____ the two lacrimal glands.

   (A) each eyelid
   (B) is each eyelid
   (C) each eyelid are
   (D) each eyelid which is

10. Only for a short period of time _____ run at top speed.

    (A) cheetahs
    (B) do cheetahs
    (C) that a cheetah can
    (D) can

TOEFL REVIEW EXERCISE (Skills 1–19): Choose the letter of the word or group of words that best completes the sentence.

1. _____ variety of flowers in the show, from simple carnations to the most exquisite roses.

   (A) A wide
   (B) There was a wide
   (C) Was there
   (D) Many

2. The wedges _____ dart board are worth from one to twenty points each.

   (A) they are on a
   (B) are on a
   (C) are they on a
   (D) on a

3. _____ producing many new movies for release after the new season begins.

   (A) His company is
   (B) His companies
   (C) The company
   (D) Why the company is

4. _____ that Emily Dickinson wrote, 24 were given titles and 7 were published during her lifetime.

   (A) Of the 1,800 poems
   (B) There were 1,800 poems
   (C) Because the 1,800 poems
   (D) The 1,800 poems

5. Since an immediate change was needed on an emergency basis, _____ by the governor to curtail railway expenditure.

   (A) so it was proposed
   (B) was proposed
   (C) because of the proposal
   (D) it was proposed

6. In the Morgan Library in New York City _____ of medieval and Renaissance manuscripts.

   (A) a collection is
   (B) in a collection
   (C) is a collection
   (D) which is a collection

7. Some fishing fleets might not have been so inefficient in limiting their catch to target species _____ more strict in enforcing penalties.

   (A) the government had been
   (B) if the government had
   (C) had the government been
   (D) if the government

8. The Dewey Decimal System, currently used in libraries throughout the world, _____ all written works into ten classes according to subject.

   (A) dividing
   (B) divides
   (C) it would divide
   (D) was divided

9. Individual differences in brain-wave activity may shed light on why some people are more prone to emotional stress disorders _____.

   (A) that others are
   (B) and others are
   (C) others are
   (D) than are others

10. _____ squeezed, the orange juice in a one-cup serving provides twice the minimum daily requirement for vitamin C.

    (A) It is freshly
    (B) If freshly
    (C) You freshly
    (D) If it freshly

THE WRITTEN EXPRESSION QUESTIONS
(PAPER TOEFL® TEST AND COMPUTER TOEFL® TEST)

Written expression questions that test your knowledge of the correct way to express yourself in English writing appear on both the paper TOEFL test and the computer TOEFL test. Each question consists of one sentence in which four words or groups of words have been underlined. You must choose the underlined word or group of words that is not correct. Look at an example of a written expression question from the paper TOEFL test.

Example from the Paper TOEFL® Test

A nerve is actually many nerve fiber bound together.
A B C D

In this example, you should notice that the plural quantifier *many* is accompanied by the singular noun *fiber. Many* should be accompanied by the plural noun *fibers.* You should choose answer (C) because answer (C) is not correct.

Now, look at an example of a written expression question from the computer TOEFL test.

Example from the Computer TOEFL® Test

Venus emits very intense radio waves of thermally origin.

In this example, you should notice that the adverb *thermally* is used to describe the noun *origin.* The adjective *thermal* should be used to describe the noun. You should click on the word *thermally* to answer this question because *thermally* is not correct.

PROCEDURES FOR THE WRITTEN EXPRESSION QUESTIONS
(Paper TOEFL® Test and Computer TOEFL® Test)

1. **First, look at the underlined words or groups of words.** You want to see if you can spot which of the four answer choices is *not* correct.
2. **If you have been unable to find the error by looking only at the four underlined expressions, then read the complete sentence.** Often an underlined expression is incorrect because of something in another part of the sentence.

Next, you should move on to the language skills. The following language skills will help you to implement the appropriate strategies and procedures in written expression questions on both the paper TOEFL test and the computer TOEFL test.

PROBLEMS WITH SUBJECT/VERB AGREEMENT

Subject/verb agreement is simple: if the subject of a sentence is singular, then the verb must be singular; if the subject of the sentence is plural, then the verb must be plural. An *s* on a verb usually indicates that a verb is singular, while an *s* on a noun usually indicates that the noun is plural. (Do not forget irregular plurals of nouns, such as *women, children,* and *people.*)

The boy walks to school.
The boys walk to school.

In the first example the singular subject *boy* requires a singular verb, *walks.* In the second example the plural subject *boys* requires a plural verb, *walk.*

Although this might seem quite simple, there are a few situations on the TOEFL test when subject/verb agreement can be a little tricky. You should be careful of subject/verb agreement in the following situations: (1) after prepositional phrases, (2) after expressions of quantity, (3) after inverted verbs, and (4) after certain words, such as *anybody, everything, no one, something, each,* and *every.*

SKILL 20: MAKE VERBS AGREE AFTER PREPOSITIONAL PHRASES

Sometimes prepositional phrases can come between the subject and the verb. If the object of the preposition is singular and the subject is plural, or if the object of the preposition is plural and the subject is singular, there can be confusion in making the subject and verb agree.

The key (to the doors) are* in the drawer.
SINGULAR PLURAL

The keys (to the door) is* in the drawer.
PLURAL SINGULAR
(* indicates an error)

In the first example you might think that *doors* is the subject because it comes directly in front of the verb *are.* However, *doors* is not the subject because it is the object of the preposition *to.* The subject of the sentence is *key,* so the verb should be *is.* In the second example you might think that *door* is the subject because it comes directly in front of the verb *is.* You should recognize in this example that *door* is not the subject because it is the object of the preposition *to.* Because the subject of the sentence is *keys,* the verb should be *are.*

The following chart outlines the key information that you should understand about subject/verb agreement with prepositional phrases:

SUBJECT/VERB AGREEMENT WITH PREPOSITIONAL PHRASES
S (prepositional phrase) V
When a *prepositional phrase* comes between the *subject* and the *verb,* be sure that the *verb* agrees with the *subject.*

EXERCISE 20: Each of the following sentences has one or more prepositional phrases between the subject and verb. Circle the prepositional phrases. Underline the subjects once and the verbs twice. Then indicate if the sentences are correct (C) or incorrect (I).

C 1. The climbers (on the sheer face) (of the mountain) need to be rescued.

I 2. The interrogation, conducted (by three police officers,) have lasted for several hours.

____ 3. The tenants in the apartment next to mine is giving a party this evening.

____ 4. The president, surrounded by secret service agents, is trying to make his way to the podium.

____ 5. The buildings destroyed during the fire are being rebuilt at the taxpayers' expense.

____ 6. Because of the seriousness of the company's financial problems, the board of directors have called an emergency meeting.

____ 7. Manufacture of the items that you requested have been discontinued because of lack of profit on those items.

____ 8. Further development of any new ideas for future products has to be approved in advance.

____ 9. The scheduled departure time of the trains, posted on panels throughout the terminal buildings, are going to be updated.

____ 10. Any houses built in that development before 1970 have to be upgraded to meet current standards.

SKILL 21: MAKE VERBS AGREE AFTER EXPRESSIONS OF QUANTITY

A particular agreement problem occurs when the subject is an expression of quantity, such as *all, most,* or *some,* followed by the preposition *of.* In this situation, the subject (*all, most,* or *some*) can be singular or plural, depending on what follows the preposition *of.*

All (of the *book*) was interesting.
SINGULAR

All (of the *books*) were interesting.
PLURAL

All (of the *information*) was interesting.
UNCOUNTABLE

In the first example the subject *all* refers to the singular noun *book,* so the correct verb is therefore the singular verb *was.* In the second example the subject *all* refers to the plural noun *books,* so the correct verb is the plural verb *were.* In the third example the subject *all* refers to the uncountable noun *information,* so the correct verb is therefore the singular verb *was.*

The following chart outlines the key information that you should understand about subject/verb agreement after expressions of quantity:

SUBJECT/VERB AGREEMENT AFTER EXPRESSIONS OF QUANTITY
all / *most* / *some* / *half* — OF THE (OBJECT) — V
When an expression of quantity is the subject, the verb agrees with the object.

EXERCISE 21: Each of the following sentences has a quantity expression as the subject. Underline the subjects once and the verbs twice. Circle the objects that the verbs agree with. Then indicate if the sentences are correct (C) or incorrect (I).

C 1. The witnesses saw that most of the (fire) in the hills was extinguished.

I 2. Some of the (animals) from the zoo was released into the animal preserve.

____ 3. All of the students in the class taught by Professor Roberts is required to turn in their term papers next Monday.

____ 4. Half of the food that we are serving to the guests are still in the refrigerator.

____ 5. We believe that some of the time of the employees is going to be devoted to quality control.

____ 6. All of the witnesses in the jury trial, which lasted more than two weeks, have indicated that they believed that the defendant was guilty.

____ 7. She did not know where most of the people in the room was from.

____ 8. In spite of what was decided at the meeting, half of the procedures was not changed.

____ 9. I was sure that all of the questions on the test were correct.

____ 10. Most of the trouble that the employees discussed at the series of meetings was resolved within a few weeks.

SKILL 22: MAKE INVERTED VERBS AGREE

We have seen that sometimes in English the subject comes after the verb. This can occur after question words (Skill 15), after place expressions (Skill 16), after negative expressions (Skill 17), after omitted conditionals (Skill 18), and after some comparisons (Skill 19). When the subject and verb are inverted, it can be difficult to locate them, and it can therefore be a problem to make them agree.

(Behind the house) was* the bicycles I wanted.
(Behind the houses) were* the bicycle I wanted.

In the first example it is easy to think that *house* is the subject, because it comes directly in front of the verb *was*. *House* is not the subject, however, because it is the object of the preposition *behind*. The subject of the sentence is *bicycles*, and the subject *bicycles* comes after the verb because of the place expression *behind the house*. Because the subject *bicycles* is plural, the verb should be changed to the plural *were*. In the second example the subject *bicycle* comes after the verb *were* because of the place expression *behind the houses*. Because the subject *bicycle* is singular, the verb should be changed to the singular *was*.

The following chart outlines the key information that you should understand about subject/verb agreement after inverted verbs:

SUBJECT/VERB AGREEMENT AFTER INVERTED VERBS
question *negative* *place* *condition* (no *if*) *comparison* V S
After question words, negative expressions, place expressions, conditions without *if*, and comparisons, the *verb* agrees with the *subject*, which may be after the *verb*.

EXERCISE 22: Each of the following sentences contains an inverted subject and verb. Circle the word or group of words that causes the subject and verb to invert. Find the subject and verb that follow these words. Underline the subject once and the verb twice. Then indicate if the sentences are correct (C) or incorrect (I).

C 1. (Only once) this morning were the letters delivered by the campus mail service.

I 2. (Around the corner and to the right) is the rooms that have been assigned to that program.

___ 3. What in the world is the children trying to do?

___ 4. John would be studying the chapters were he able to get hold of the book.

___ 5. This chapter has many more exercises than do the next one.

___ 6. The computer programmer was unaware that there was so many mistakes in the program he had written.

___ 7. Seldom in the history of television has two new comedies been so successful in one season.

___ 8. How many huge mistakes have the teacher actually found in the research paper?

___ 9. The new phone system is able to hold far more messages than was the phone system that had previously been used.

___ 10. In the parking lot south of the stadium was the cars that were about to be towed.

SKILL 23: MAKE VERBS AGREE AFTER CERTAIN WORDS

Certain words in English are always grammatically singular, even though they might have plural meanings.

Everybody are going* to the theater.

Even though we understand from this example that a lot of people are going to the theater, *everybody* is singular and requires a singular verb. The plural verb *are going* should be changed to the singular verb *is going.*

The following chart lists the grammatically singular words that have plural meanings:

SUBJECT/VERB AGREEMENT AFTER CERTAIN WORDS				
These words or expressions are grammatically singular, so they take singular verbs:				
anybody	*everybody*	*nobody*	*somebody*	*each* (+ noun)
anyone	*everyone*	*no one*	*someone*	*every* (+ noun)
anything	*everything*	*nothing*	*something*	

EXERCISE 23: Each of the following sentences contains one of the words that are grammatically singular but have plural meanings. Underline these words once and underline the verbs twice. Then indicate if the sentences are correct (C) or incorrect (I).

I 1. It is impossible to believe that somebody actually admire that man.

C 2. Each of the doctors in the building needs to have a separate reception area.

____ 3. The president felt that no one were better suited for the position of chief staff advisor.

____ 4. Everybody participating in the fund-raiser are to turn in the tickets by 8:00.

____ 5. Because of the low number of orders, nothing has to be done now.

____ 6. Every time someone take unnecessary breaks, precious moments of production time are lost.

____ 7. Anybody who goes to the top of the Empire State Building is impressed with the view.

____ 8. Every man, woman, and child in this line are required to sign the forms in order to complete the registration process.

____ 9. It is nice to believe that anything is possible if a person tries hard enough.

____ 10. The company reiterated to reporters that nobody have been dismissed because of the incident.

EXERCISE (Skills 20–23): Underline the subjects once and the verbs twice in each of the following sentences. Then indicate if the sentences are correct (C) or incorrect (I).

_____ 1. The contracts signed by the company has been voided because some stipulations were not met.

_____ 2. Ten miles beyond the river was the farmlands that they had purchased with their life savings.

_____ 3. Each package that is not properly wrapped have to be returned to the sender.

_____ 4. She would not have to enter the house through the bedroom window were the keys where they were supposed to be.

_____ 5. The proposal brought so much new work to the partnership that there was not enough hours to complete all of it.

_____ 6. The box of disks for the computer have been misplaced.

_____ 7. It is disconcerting to believe that every possible candidate has been rejected for one reason or another.

_____ 8. Only once have there been more excitement in this city about a sporting event.

_____ 9. Bobby has a bigger bicycle than does the other children in the neighborhood.

_____ 10. If nobody have bought that car from the dealer, then you should return and make another offer.

TOEFL EXERCISE (Skills 20–23): Choose the letter of the word or group of words that best completes the sentence.

1. Among bees _____ a highly elaborate form of communication.
   (A) occur
   (B) occurs
   (C) it occurs
   (D) they occur

2. _____ heated by solar energy have special collectors on the roofs to trap sunlight.
   (A) A home is
   (B) Homes are
   (C) A home
   (D) Homes

Choose the letter of the underlined word or group of words that is not correct.

_____ 3. Each number in binary (A) system are (B) formed (C) from only two (D) symbols.

_____ 4. Scientists at the medical center is trying (A) to determine (B) if there is (C) a relationship between saccharine and cancer (D).

_____ 5. On the rim (A) of the Kilauea volcano in the Hawaiian Islands (B) are (C) a hotel called (D) the Volcano Hotel.

_____ 6. The great digital (A) advances of the electronic age, such as integrated circuitry (B) and a microcomputer, has (C) been planted (D) in tiny chips.

_____ 7. There are many frequently (A) mentioned (B) reasons why one out of four arrests (C) involve a (D) juvenile.

_____ 8. Kepler's Laws, principles outlining planetary movement, was (A) formulated (B) based (C) on observations made (D) without a telescope.

_____ 9. Only with a two-thirds vote (A) by both houses are (B) the U.S. Congress able to (C) override a presidential veto. (D)

_____ 10. Of all the evidence that has piled (A) up since Webster's paper was published, there is (B) no new (C) ideas to contradict (D) his original theory.

TOEFL REVIEW EXERCISE (Skills 1–23): Choose the letter of the word or group of words that best completes the sentence.

1. _____ several unsuccessful attempts, Robert Peary reached the North Pole on April 6, 1909.
   (A) After
   (B) He made
   (C) When
   (D) His

2. The musical instrument _____ is six feet long.
   (A) is called the bass
   (B) it is called the bass
   (C) called the bass
   (D) calls the bass

3. One problem with all languages _____ they are full of irregularities.
   (A) when
   (B) so
   (C) is that
   (D) in case

4. _____ of economic cycles been helpful in predicting turning points in cycles, they would have been used more consistently.
   (A) Psychological theories
   (B) Psychological theories have
   (C) Had psychological theories
   (D) Psychologists have theories

5. Hospital committees _____ spent weeks agonizing over which artificial kidney candidate would receive the treatments now find that the decision is out of their hands.
   (A) once
   (B) that once
   (C) have
   (D) once had

Choose the letter of the underlined word or group of words that is not correct.

_____ 6. More than (A) half of the (B) children in the 1,356-member district qualifies (C) for reduced-price (D) or free lunches.

_____ 7. Five miles beyond the hills (A) were (B) a fire with its (C) flames reaching (D) up to the sky.

_____ 8. Kettledrums, what (A) were first played (B) on horseback, were (C) incorporated into the (D) orchestra in the eighteenth century.

_____ 9. When is a flag (A) hung (B) upside down, it is (C) an internationally (D) recognized symbol of distress.

_____ 10. The Museum of the Confederation in Richmond hosts (A) an exhibition which documenting (B) the origins and history of the banner that most Americans (C) think of as (D) the Confederate flag.

PROBLEMS WITH PARALLEL STRUCTURE

In good English an attempt should be made to make the language as even and balanced as possible. This balance is called "parallel structure." You can achieve parallel structure by making the forms of words as similar as possible. The following is an example of a sentence that is not parallel:

I like to sing and dancing.*

The problem in this sentence is not the expression *to sing*, and the problem is not the word *dancing*. The expression *to sing* is correct by itself, and the word *dancing* is correct by itself. Both of the following sentences are correct:

I like to sing.
I like dancing.

The problem in the incorrect example is that *to sing* and *dancing* are joined together in one sentence with *and*. They are different forms where it is possible to have similar forms; therefore the example is not parallel. It can be corrected in two different ways: we can make the first expression like the second, or we can make the second expression like the first.

I like to sing and to dance.
I like singing and dancing.

There are several situations in which you should be particularly careful of parallel structure. Parallel structures are required in the following situations: (1) with coordinate conjunctions, such as *and, but, or;* (2) with paired conjunctions, such as *both... and, either... or, neither... nor, not only... but also;* and (3) with comparisons.

SKILL 24: USE PARALLEL STRUCTURE WITH COORDINATE CONJUNCTIONS

The job of the coordinate conjunctions (*and, but, or*) is to join together equal expressions. In other words, what is on one side of these words must be parallel to what is on the other side. These conjunctions can join nouns, or verbs, or adjectives, or phrases, or subordinate clauses, or main clauses; they just must join together two of the same thing. Here are examples of two nouns joined by a coordinate conjunction:

I need to talk to the manager *or* the assistant manager.
She is not a teacher *but* a lawyer.
You can choose from activities such as hiking *and* kayaking.

Here are examples of two verbs joined by a coordinate conjunction:

He only eats *and* sleeps when he takes a vacation.
She invites us to her home *but* never talks with us.
You can stay home *or* go to the movies with us.

Here are examples of two adjectives joined by a coordinate conjunction:

My boss is sincere *and* nice.
The exam that he gave was short *but* difficult.
Class can be interesting *or* boring.

Here are examples of two phrases joined by a coordinate conjunction:

There are students in the classroom *and* in front of the building.
The papers are on my desk *or* in the drawer.
The checks will be ready not at noon *but* at 1:00.

Here are examples of two clauses joined by a coordinate conjunction:

They are not interested in what you say *or* what you do.
I am here because I have to be *and* because I want to be.
Mr. Brown likes to go home early, *but* his wife prefers to stay late.

The following chart outlines the use of parallel structures with coordinate conjunctions:

PARALLEL STRUCTURE WITH COORDINATE CONJUNCTIONS				
(same structure)		*and* *but* *or*		(same structure)
(same structure),	(same structure),		*and* *but* *or*	(same structure)

EXERCISE 24: Each of the following sentences contains words or groups of words that should be parallel. Circle the word that indicates that the sentence should have parallel parts. Underline the parts that should be parallel. Then indicate if the sentences are correct (C) or incorrect (I).

I 1. She held jobs as a typist, a housekeeper, (and) in a restaurant.

C 2. The report you are looking for could be in the file (or) on the desk.

____ 3. She works very hard but usually gets below-average grades.

____ 4. The speaker introduced himself, told several interesting anecdotes, and finishing with an emotional plea.

____ 5. You should know when the program starts and how many units you must complete.

____ 6. The term paper he wrote was rather short but very impressive.

____ 7. She suggested taking the plane this evening or that we go by train tomorrow.

____ 8. The dean or the assistant dean will inform you of when and where you should apply for your diploma.

____ 9. There are papers to file, reports to type, and those letters should be answered.

____ 10. The manager needed a quick but thorough response.

SKILL 25: USE PARALLEL STRUCTURE WITH PAIRED CONJUNCTIONS

The paired conjunctions *both... and, either... or, neither... nor,* and *not only... but also* require parallel structures.

I know *both* where you went *and* what you did.
Either I work *or* Sue has the book.
The tickets are *neither* in my pocket *nor* in my purse.
He is *not only* an excellent student *but also* an outstanding athlete.

The following is not parallel and must be corrected:

He wants *either* to go by train *or* by plane*.

It is not correct because *to go by train* is not parallel to *by plane.* It can be corrected in several ways.

He wants *either* to go by train *or* to go by plane.
He wants to go *either* by train *or* by plane.
He wants to go by *either* train *or* plane.

When you are using these paired conjunctions, be sure that the correct parts are used together. The following are incorrect:

I want *both* this book *or** that one.
Either Sam *nor** Sue is taking the course.

These sentences are incorrect because the wrong parts of the paired conjunctions are used together. In the first example, *and* should be used with *both.* In the second example, *or* should be used with *either.*

The following chart outlines the use of parallel structure with paired conjunctions:

PARALLEL STRUCTURE WITH PAIRED CONJUNCTIONS			
both *either* *neither* *not only*	(same structure)	*and* *or* *nor* *but also*	(same structure)

EXERCISE 25: Each of the following sentences contains words or groups of words that should be parallel. Circle the word or words that indicate that the sentence should have parallel parts. Underline the parts that should be parallel. Then indicate if the sentences are correct (C) or incorrect (I).

I 1. According to the syllabus, you can (either) write a paper (or) you can take an exam.

C 2. It would be (both) noticed (and) appreciated if you could finish the work before you leave.

____ 3. She would like neither to see a movie or to go bowling.

____ 4. Either the manager or her assistant can help you with your refund.

____ 5. She wants not only to take a trip to Europe but she also would like to travel to Asia.

____ 6. He could correct neither what you said nor you wrote.

____ 7. Both the tailor or the laundress could fix the damage to the dress.

____ 8. He not only called the police department but also called the fire department.

____ 9. You can graduate either at the end of the fall semester or you can graduate at the end of the spring semester.

____ 10. The movie was neither amusing nor was it interesting.

SKILL 26: USE PARALLEL STRUCTURE WITH COMPARISONS

When you make a comparison, you point out the similarities or differences between two things, and those similarities or differences must be in parallel form. You can recognize a comparison showing how two things are different from the *-er... than* or the *more... than.*

My school is farth*er than* your school.
To be rich is bett*er than* to be poor.
What is written is *more* easily understood *than* what is spoken.

A comparison showing how two things are the same might contain *as... as* or expressions such as *the same as* or *similar to.*

Their car is *as* big *as* a small house.
Renting those apartments costs about *the same as* leasing them.
The work that I did is *similar to* the work that you did.

The following chart outlines the use of parallel structures with comparisons:

PARALLEL STRUCTURE WITH COMPARISONS		
(same structure)	*more ... than* *-er ... than* *less ... than* *as ... as* *the same ... as* *similar ... to*	(same structure)

EXERCISE 26: Each of the following sentences contains words or groups of words that should be parallel. Circle the word or words that indicate that the sentence should have parallel parts. Underline the parts that should be parallel. Then indicate if each sentence is correct (C) or incorrect (I).

C 1. His research for the thesis was (more useful than) hers.

I 2. Dining in a restaurant is (more fun than) to eat at home.

____ 3 I want a new secretary who is as efficient as the previous one.

____ 4. What you do today should be the same as did yesterday.

____ 5. This lesson is more difficult than we had before.

____ 6. You have less homework than they do.

_____ 7. What you do has more effect than what you say.

_____ 8. Music in your country is quite similar to my country.

_____ 9. The collection of foreign journals in the university library is more extensive than the high school library.

_____ 10. How to buy a used car can be as difficult as buying a new car.

EXERCISE (Skills 24–26): Circle the word or words that indicate that the sentence should have parallel parts. Underline the parts that should be parallel. Then indicate if the sentences are correct (C) or incorrect (I).

_____ 1. After retirement he plans on traveling to exotic locations, dine in the finest restaurants, and playing a lot of golf.

_____ 2. She was both surprised by and pleased with the seminar.

_____ 3. What came after the break was even more boring than had come before.

_____ 4. He would find the missing keys neither under the bed or behind the sofa.

_____ 5. Depending on the perspective of the viewer, the film was considered laudable, mediocrity, or horrendous.

_____ 6. He exercised not only in the morning, but he also exercised every afternoon.

_____ 7. Working four days per week is much more relaxing than working five days per week.

_____ 8. Sam is always good-natured, generous, and helps you.

_____ 9. Either you have to finish the project, or the contract will be canceled.

_____ 10. The courses that you are required to take are more important than the courses that you choose.

TOEFL EXERCISE (Skills 24–26): Choose the letter of the word or group of words that best completes the sentence.

1. Truman Capote's *In Cold Blood* is neither journalistically accurate _____.
   (A) a piece of fiction
   (B) nor a fictitious work
   (C) or written in a fictitious way
   (D) nor completely fictitious

2. Vitamin C is necessary for the prevention and _____ of scurvy.
   (A) it cures
   (B) cures
   (C) cure
   (D) for curing

3. A baby's development is influenced by both heredity and _____.

   (A) by environmental factors
   (B) environmentally
   (C) the influence of the environment
   (D) environment

4. Because bone loss occurs earlier in women than _____, the effects of osteoporosis are more apparent in women.

   (A) men do
   (B) in men
   (C) as men
   (D) similar to men

Choose the letter of the underlined word or group of words that is not correct.

_____ 5. Fire extinguishers (A) can contain (B) liquefied gas, dry chemicals, or (C) watery (D).

_____ 6. The U.S. Congress consists (A) of (B) both the Senate (C) as well as (D) the House of Representatives.

_____ 7. The prison population (A) in this state, now at an all time high (B), is higher (C) than any state (D).

_____ 8. A well-composed (A) baroque opera achieves (B) a delicate balance by focusing (C) alternately on the aural, visual, emotional, and philosophy (D) elements.

_____ 9. Manufacturers may use (A) food additives for preserving (B), to color, to flavor, or to fortify (C) foods (D).

_____ 10. A bankruptcy (A) may be (B) either voluntary (C) nor (D) involuntary.

TOEFL REVIEW EXERCISE (Skills 1–26): Choose the letter of the word or group of words that best completes the sentence.

1. The growth of hair _____ cyclical process, with phases of activity and inactivity.

   (A) it is
   (B) is a
   (C) which is
   (D) a regular

2. The fire _____ to have started in the furnace under the house.

   (A) is believed
   (B) that is believed
   (C) they believe
   (D) that they believe

3. In Roman numerals, _____ symbols for numeric values.

   (A) are letters of the alphabet
   (B) letters of the alphabet are
   (C) which uses letters of the alphabet
   (D) in which letters of the alphabet are

4. The legal systems of most countries can be classified _____ common law or civil law.

   (A) as either
   (B) either as
   (C) either to
   (D) to either

5. One difference between mathematics and language is that mathematics is precise _____.

   (A) language is not
   (B) while language is not
   (C) but language not
   (D) while is language

6. Your criticism of the three short stories should not be less than 2,000 words, nor _____ more than 3,000.

   (A) should it be
   (B) it should be
   (C) it is
   (D) should be it

Choose the letter of the underlined word or group of words that is not correct.

_____ 7. In 1870, the attorney general <u>was made</u> (A) head of the Department of Justice, given an <u>enlarged</u> (B) staff, and <u>endow</u> (C) with clear-cut law-enforcement <u>functions</u> (D).

_____ 8. The General Sherman Tree, <u>the largest</u> (A) of all the giant sequoias, <u>are</u> (B) <u>reputed</u> (C) to be the world's largest <u>living</u> (D) thing.

_____ 9. The skeleton <u>of a</u> (A) shark <u>is made</u> (B) of cartilage <u>rather than</u> (C) <u>having bone</u> (D).

_____ 10. At least one sample <u>of each of</u> (A) the brands <u>contains</u> (B) measurable amounts of aflatoxin, and <u>there is</u> (C) three <u>which exceed</u> (D) the maximum.

PROBLEMS WITH COMPARATIVES AND SUPERLATIVES _____

Sentences with incorrect comparatives and superlatives can appear on the TOEFL test. It is therefore important for you to know how to do the following: (1) form the comparative and superlative correctly; (2) use the comparative and superlative correctly; and (3) use the irregular *-er, -er* structure that has been appearing frequently on the TOEFL test.

SKILL 27: FORM COMPARATIVES AND SUPERLATIVES CORRECTLY

The problem with some of the comparative and superlative sentences on the TOEFL test is that the comparative or superlative is formed incorrectly. You should therefore understand how to form the comparative and superlative to answer such questions correctly.

The comparative is formed with either *-er* or *more* and *than*. In the comparative, *-er* is used with short adjectives such as *tall,* and *more* is used with longer adjectives such as *beautiful.*

Bob is tall*er than* Ron.
Sally is *more* beautiful *than* Sharon.

The superlative is formed with *the,* either *-est* or *most,* and sometimes *in, of,* or a *that*-clause. In the superlative, *-est* is used with short adjectives such as *tall,* and *most* is used with longer adjectives such as *beautiful.*

Bob is *the* tall*est* man *in* the room.
Sally is *the most* beautiful *of* all the women at the party.
The spider over there is *the* larg*est* one *that* I have ever seen.
The fast*est* runner wins the race. (no *in, of,* or *that*)

The following chart outlines the possible forms of comparatives and superlatives:

THE FORM OF COMPARATIVES AND SUPERLATIVES		
COMPARATIVE	[*more* (long adjective) / (short adjective) + *er*]	*than*
SUPERLATIVE	*the* [*most* (long adjective) / (short adjective) + *est*]	maybe *in, of, that*

EXERCISE 27: Each of the following sentences contains a comparative or superlative. Circle the comparative or superlative. Then indicate if the sentences are correct (C) or incorrect (I).

I 1. Oxygen is (abundanter than) nitrogen.

C 2. The directions to the exercise say to choose (the most appropriate) response.

___ 3. The lesson you are studying now is the most importantest lesson that you will have.

___ 4. Fashions this year are shorter and more colorful than they were last year.

___ 5. The professor indicated that Anthony's research paper was more long than the other students' papers.

___ 6. Alaska is the coldest than all the states in the United States.

___ 7. The workers on the day shift are more rested than the workers on the night shift.

___ 8. She was more happier this morning than she had been yesterday.

___ 9. The quarterback on this year's football team is more versatile than the quarterback on last year's team.

___ 10. She always tries to do the best and most efficient job that she can do.

SKILL 28: USE COMPARATIVES AND SUPERLATIVES CORRECTLY

Another problem with the comparative and superlative on the TOEFL test is that they can be used incorrectly. The comparative and superlative have different uses, and you should understand these different uses to answer such questions correctly. The comparative is used to compare two equal things.

The history class is *larger than* the math class.
Mary is *more intelligent than* Sue.

In the first example *the history class* is being compared with *the math class.* In the second example *Mary* is being compared with *Sue.*

The superlative is used when there are more than two items to compare and you want to show the one that is the best, the biggest, or in some way the most outstanding.

The history class is *the largest* in the school.
Mary is *the most intelligent* of all the students in the class.

In the first example *the history class* is compared with all the other classes in the school, and the history class is larger than each of the other classes. In the second example, *Mary* is compared with all the other students in the class, and Mary is more intelligent than each of the other students.

The following chart outlines the uses of comparatives and superlatives:

THE USES OF COMPARATIVES AND SUPERLATIVES
The COMPARATIVE is used to compare *two equal things.*
The SUPERLATIVE is used to show which *one of many* is in some way the most outstanding.

EXERCISE 28: Each of the following sentences contains a comparative or superlative. Circle the comparative or superlative. Then indicate if the sentences are correct (C) or incorrect (I).

C 1. Harvard is probably (the most prestigious) university in the United States.

I 2. Rhonda is (more hard working) of the class.

____ 3. The engineers hired this year have more experience than those hired last year.

____ 4. The graduate assistant informed us that the first exam is the most difficult of the two.

____ 5. He bought the more powerful stereo speakers that he could find.

____ 6. The afternoon seminar was much more interesting than the morning lecture.

____ 7. The food in this restaurant is the best of the restaurant we visited last week.

____ 8. The plants that have been sitting in the sunny window are far healthier than the other plants.

____ 9. The photocopies are the darkest that they have ever been.

____ 10. The first journal article is the longest of the second article.

SKILL 29: USE THE IRREGULAR *-ER, -ER* STRUCTURE CORRECTLY

An irregular comparative structure that has been appearing frequently on the TOEFL test consists of two parallel comparatives introduced by *the.*

The harder he tried, *the further* he fell behind.
The older the children are, *the more* their parents expect from them.

The first example contains the two parallel comparatives, *the harder* and *the further.* The second example contains the two parallel comparatives, *the older* and *the more.*

In this type of sentence, *the* and the comparison can be followed by a number of different structures.

The more children you have, *the bigger* the house you need.
The harder you work, *the more* you accomplish.
The greater the experience, *the higher* the salary.

In the first example, *the more* is followed by the noun *children* and the subject and verb *you have,* while *the bigger* is followed by the noun *the house* and the subject and verb *you need.* In the second example, *the harder* is followed by the subject and verb *you work,* while *the more* is followed by the subject and verb *you accomplish.* In the third example, *the greater* is followed only by the noun *the experience,* while *the higher* is followed only by the noun *the salary.* You should note that this last example does not even contain a verb, yet it is a correct structure in English.

The following chart outlines this irregular *-er, -er* structure:

THE *-ER, -ER* STRUCTURE					
THE	*-er* / *more*	(same structure),	*THE*	*-er* / *more*	(same structure)
This type of sentence *may* or *may not* include a verb.					

EXERCISE 29: Each of the following sentences contains the irregular *-er, -er* structure. Circle the two comparisons with *the.* Underline the parts that should be parallel. Then indicate if the sentences are correct (C) or incorrect (I).

I 1. (The hotter) the food is, (harder) it is to eat.

C 2. (The warmer) the weather, (the greater) the attendance at the outdoor concert.

____ 3. The more you say, the worst the situation will be.

____ 4. The more time they have to play, the happier the children are.

____ 5. The thicker the walls, the noise that comes through is less.

____ 6. If you run faster, the earlier you'll arrive.

____ 7. The more you use the phone, the higher the bill will be.

____ 8. The harder you serve, the easier it is to win the point.

_____ 9. The earliest you send in your tax forms, the sooner you will receive your refund.

_____ 10. The more people there are at the party, you'll have a good time.

EXERCISE (Skills 27–29): Circle the comparatives and superlatives in the following sentences. Then indicate if the sentences are correct (C) or incorrect (I).

_____ 1. The coffee is more stronger today than it was yesterday.

_____ 2. The tree that was struck by lightning had been the tallest of the two trees we had in the yard.

_____ 3. He will buy the most fuel-efficient car that he can afford.

_____ 4. The closest it gets to summer, the longer the days are.

_____ 5. The business department is bigger of the departments in the university.

_____ 6. I really do not want to live in the Southeast because it is one of the most hot areas in the United States.

_____ 7. It is preferable to use the most efficient and most effective method that you can.

_____ 8. Tonight's dinner was more filling than last night's.

_____ 9. The sooner the exam is scheduled, the less time you have to prepare.

_____ 10. The house is now the cleanest that it has ever been.

TOEFL EXERCISE (Skills 27–29): Choose the letter of the word or group of words that best completes the sentence.

1. The speed of light is _____ the speed of sound.
   (A) faster
   (B) much faster than
   (C) the fastest
   (D) as fast

2. The use of detail is _____ method of developing a controlling idea, and almost all students employ this method.
   (A) more common
   (B) common
   (C) most common
   (D) the most common

3. _____ in Stevenson's landscapes, the more vitality and character the paintings seem to possess.
   (A) The brushwork is loose
   (B) The looser brushwork
   (C) The loose brushwork is
   (D) The looser the brushwork is

Choose the letter of the underlined word or group of words that is not correct.

____ 4. Certain types (A) of snakes have been known (B) to survive fasts (C) more as (D) a year long.

____ 5. The grizzly bear, which (A) can grow up to eight feet (B) tall, has been called (C) a more (D) dangerous animal of North America.

____ 6. Climate, soil type, and availability (A) of water are (B) the most critical factors than (C) selecting the best (D) type of grass for a lawn.

____ 7. Peter Abelard, a logician and theologian (A), was the (B) controversialest (C) teacher of his age (D).

____ 8. Protein molecules are (A) the most (B) complex than (C) the molecules of (D) carbohydrates.

____ 9. The leek, a member (A) of the lily family, has a mildest (B) taste than (C) the onion (D).

____ 10. The widely (A) used (B) natural fiber (C) of all is (D) cotton.

TOEFL REVIEW EXERCISE (Skills 1–29): Choose the letter of the word or group of words that best completes the sentence.

1. _____, a liberal arts college specifically for deaf people, is located in Washington, D.C.
   (A) Gallaudet College
   (B) Gallaudet College is
   (C) About Gallaudet College
   (D) Because of Gallaudet College

2. _____ varieties of dogs at the show, including spaniels, poodles, and collies.
   (A) The several
   (B) Those
   (C) Several
   (D) There were several

3. While the discovery that many migratory songbirds can thrive in deforested wintering spots _____, the fact remains that these birds are dying at unusual rates.
   (A) it is heartening
   (B) hearten
   (C) heartening
   (D) is heartening

Choose the letter of the underlined word or group of words that is not correct.

____ 4. The coyote is somewhat (A) smaller (B) in size (C) than (D) a timber wolf.

____ 5. The weather reports all (A) showed (B) that there were (C) a tremendous storm front moving (D) in.

____ 6. Seldom cactus plants are (A) found (B) outside (C) of (D) North America.

_____ 7. In a basketball game a player what (A) is fouled (B) receives (C) one or two free throws. (D)

_____ 8. Until recently (A), California was largest (B) producer (C) of oranges (D) in the United States.

_____ 9. An understanding of engineering theories (A) and problems are (B) impossible until basic arithmetic is (C) fully mastered. (D)

_____ 10. The earliest (A) the (B) CVS (*chorionic villus sampling*) procedure (C) in the pregnancy, the greater the risk to (D) the baby.

PROBLEMS WITH THE FORM OF THE VERB

It is common in written expression questions on the TOEFL test for the verbs to be formed incorrectly. Therefore, you should check the form of the verb carefully. You should be familiar with the following verb forms: the base form, the present tense, the present participle, the past, and the past participle. The following are examples of each of these verb forms as they are used in this text:

BASE FORM	PRESENT	PRESENT PARTICIPLE	PAST	PAST PARTICIPLE
walk	*walk(s)*	*walking*	*walked*	*walked*
hear	*hear(s)*	*hearing*	*heard*	*heard*
cook	*cook(s)*	*cooking*	*cooked*	*cooked*
sing	*sing(s)*	*singing*	*sang*	*sung*
come	*come(s)*	*coming*	*came*	*come*
begin	*begin(s)*	*beginning*	*began*	*begun*

You should be particularly aware of the following three problematic situations with verbs because they are the most common and the easiest to correct: (1) check what comes after *have;* (2) check what comes after *be;* and (3) check what comes after *will, would,* and other modals.

> NOTE: A more complete list of verb forms and an exercise to practice their use are included at the back of the text in Appendix F. You may want to complete this exercise before you continue with skills 30 through 32.

SKILL 30: AFTER *HAVE*, USE THE PAST PARTICIPLE

Whenever you see the helping verb *have* in any of its forms (*have, has, having, had*), be sure that the verb that follows it is in the past participle form.

They *had walk** to school.	(should be *had walked*)
We *have see** the show.	(should be *have seen*)
He *has took** the test.	(should be *has taken*)
*Having ate**, he went to school.	(should be *Having eaten*)
She *should have did** the work.	(should be *should have done*)

In addition, you should be sure that if you have a subject and a past participle, you also have the verb *have*. This problem is particularly common with those verbs (such as *sing, sang, sung*) that change from present to past to past participle by changing only the vowel.

My friend *sung** in the choir.	(should be *sang* or *has sung*)
He *become** angry at his friend.	(should be *became* or *has become*)
The boat *sunk** in the ocean.	(should be *sank* or *has sunk*)

The following chart outlines the use of verb forms after *have:*

VERB FORMS AFTER *HAVE*
HAVE + past participle

EXERCISE 30: Each of the following sentences contains a verb in the past or a past participle. Underline the verbs or past participles twice. Then indicate if the sentences are correct (C) or incorrect (I).

I 1. The young girl drunk a glass of milk.

C 2. Before she left, she had asked her mother for permission.

____ 3. Having finished the term paper, he began studying for the exam.

____ 4. The secretary has broke her typewriter.

____ 5. The installer should have completes the task more quickly.

____ 6. He has often become angry during meetings.

____ 7. She has rarely rode her horse in the park.

____ 8. Having saw the film, he was quite disappointed.

____ 9. Tom has thought about taking that job.

____ 10. You might have respond more effectively.

SKILL 31: AFTER *BE*, USE THE PRESENT PARTICIPLE OR THE PAST PARTICIPLE

The verb *be* in any of its forms (*am, is, are, was, were, be, been, being*) can be followed by another verb. This verb should be in the present participle or the past participle form.

We *are do** our homework.	(should be *are doing*)
The homework *was do** early.	(should be *was done*)
Tom *is take** the book.	(should be *is taking*)
The book *was take** by Tom.	(should be *was taken*)

The following chart outlines the use of verb forms after *be:*

VERB FORMS AFTER *BE*		
BE	+	(1) present participle (2) past participle

EXERCISE 31: Each of the following sentences contains a verb formed with *be.* Underline the verbs twice. Then indicate if the sentences are correct (C) or incorrect (I).

I 1. At 12:00 Sam is eat his lunch.

C 2. We are meeting them later today.

____ 3. The message was took by the receptionist.

____ 4. Being heard was extremely important to him.

____ 5. The Smiths are build their house on some property that they own in the desert.

____ 6. It had been noticed that some staff members were late.

____ 7. The report should have been submit by noon.

____ 8. Are the two companies merge into one?

____ 9. He could be taking four courses this semester.

____ 10. The score information has been duplicates on the back-up disk.

SKILL 32: AFTER *WILL, WOULD,* OR OTHER MODALS, USE THE BASE FORM OF THE VERB

Whenever you see a modal, such as *will, would, shall, should, can, could, may, might,* or *must,* you should be sure that the verb that follows it is in its base form.

The boat *will leaving** at 3:00.	(should be *will leave*)
The doctor *may arrives** soon.	(should be *may arrive*)
The students *must taken** the exam.	(should be *must take*)

The following chart outlines the use of verb forms after modals:

VERBS FORMS AFTER MODALS
MODAL + base form of the verb

EXERCISE 32: Each of the following sentences contains a verb formed with a modal. Underline the verbs twice. Then indicate if the sentences are correct (C) or incorrect (I).

C 1. The salesclerk might lower the price.

I 2. The television movie will finishes in a few minutes.

___ 3. Should everyone arrive by 8:00?

___ 4. The method for organizing files can be improved.

___ 5. The machine may clicks off if it is overused.

___ 6. Every morning the plants must be watered.

___ 7. The houses with ocean views could sell for considerably more.

___ 8. Would anyone liked to see that movie?

___ 9. I do not know when it will depart.

___ 10. She will work on the project only if she can has a full-time secretary.

EXERCISE (Skills 30–32): Underline the verbs twice in the following sentences. Then indicate if the sentences are correct (C) or incorrect (I).

___ 1. I have gave you all the money that I have.

___ 2. The articles were put in the newspaper before he was able to stop production.

___ 3. All the tickets for the concert might already be sold.

___ 4. He was so thirsty that he drunk several large glasses of water.

___ 5. The deposit will has to be paid before the apartment can be rented.

___ 6. He objects to being held without bail.

___ 7. Having completed the first chapter of the manuscript, she decided to take a break.

___ 8. If Steve had really wanted to pass his exam, he would has studied much more.

___ 9. He thought that he should have be invited to attend the conference.

___ 10. Before the speaker finished, many guests had rose from their seats and started for the door.

TOEFL EXERCISE (Skills 30–32): Choose the letter of the underlined word or group of words that is not correct.

_____ 1. *Alice in Wonderland,* first published (A) in 1865, has (B) since being (C) translated (D) into thirty languages.

_____ 2. The Peace Corps (A) was (B) establish (C) on March 1, 1961, by then (D) President John F. Kennedy.

_____ 3. The advisor told (A) himself, while listening (B) to the speech, that a dozen other reporters would has (C) already asked (D) that question.

_____ 4. At the start (A) of the American Revolution, lanterns were (B) hung (C) in the Old North Church as a signal that the British were came (D).

_____ 5. Linus Pauling has (A) wins (B) two Nobel Prizes (C): the 1954 Nobel Prize in Chemistry (D) and the 1962 Nobel Peace Prize.

_____ 6. On the huge (A) Ferris wheel constructed (B) for a world exhibition in Chicago in 1893, each of (C) the thirty-six cabs could held (D) sixty people.

_____ 7. To overcome (A) rejection of a skin graft, a system for matching (B) donor and recipient (C) tissues has be (D) developed.

_____ 8. Nails are (A) commonly make (B) of steel but also can (C) contain (D) substances such as aluminum or brass.

_____ 9. A patient suffering (A) from amnesia may (B) had (C) partial or total loss (D) of memory.

_____ 10. The idea of using (A) pure nicotine to help (B) smokers stop (C) was first tries (D) in the mid-1980's with nicotine-laced chewing gum.

TOEFL REVIEW EXERCISE (Skills 1–32): Choose the letter of the word or group of words that best completes the sentence.

1. _____ separates Manhattan's Upper East Side from the Upper West Side.
   (A) Central Park
   (B) Where Central Park
   (C) Where is Central Park
   (D) Central Park which

2. Bioluminescent animals _____ the water or on land.
   (A) live
   (B) are living either
   (C) they are found in
   (D) can be found in

3. The purpose of a labor union is to improve the working conditions, _____, and pay of its members.

   (A) jobs are secure
   (B) to be secure
   (C) job security
   (D) the job's security

4. When _____ on July 4, 1789, the federal tariff, intended by the Founding Fathers to be the government's primary source of revenue, was remarkably evenhanded.

   (A) was first enacted
   (B) first enacted
   (C) was enacted first
   (D) it first

5. _____ inclined to push for such a reduction, it would probably not be successful.

   (A) The Office of Management
   (B) The Office of Management was
   (C) In the Office of Management
   (D) Were the Office of Management

Choose the letter of the underlined word or group of words that is not correct.

_____ 6. Helium has (A) the most low (B) boiling (C) point of all substances (D).

_____ 7. There is (A) twenty-six bones in the human foot (B), fourteen of them (C) in the toes (D).

_____ 8. Extension of the countdown hold (A) to fourteen hours was order (B) to give crews more time (C) to repair wiring and clear (D) away equipment.

_____ 9. The study demonstrates (A) that (B) neither experience or (C) awareness will improve chances (D) of success.

_____ 10. Some of the eye movements used (A) in reading (B) is (C) actually (D) unnecessary.

PROBLEMS WITH THE USE OF THE VERB

Many different problems in using the correct verb tense are possible in English. However, four specific problems occur frequently on the TOEFL test, so you need to pay careful attention to these four: (1) knowing when to use the past with the present, (2) using *had* and *have* correctly, (3) using the correct tense with time expressions, and (4) using the correct tense with *will* and *would*.

SKILL 33: KNOW WHEN TO USE THE PAST WITH THE PRESENT

One verb tense problem that is common both in student writing and on the TOEFL test is the switch from the past tense to the present tense for no particular reason. Often when a sentence has both a past tense and a present tense, the sentence is incorrect.

He *took* the money when he *wants** it.

This sentence says that *he took the money* (in the past) *when he wants it* (in the present). This meaning does not make any sense; it is impossible to do something in the past as a result of something you want in the present. This sentence can be corrected in several ways, depending on the desired meaning.

He *took* the money when he *wanted* it.
He *takes* the money when he *wants* it.

The first example means that *he took the money* (in the past) *when he wanted it* (in the past). This meaning is logical, and the sentence is correct. The second example means that *he takes the money* (habitually) *when he wants it* (habitually). This meaning is also logical, and the second example is also correct.

It is necessary to point out, however, that it is possible for a logical sentence in English to have both the past and the present tense.

I *know* that he *took* the money yesterday.

The meaning of this sentence is logical: *I know* (right now, in the present) that *he took the money* (yesterday, in the past). You can see from this example that it is possible for an English sentence to have both the past and the present tense. The error you need to avoid is the switch from the past to the present for no particular reason. Therefore, when you see a sentence on the TOEFL test with both the past tense and the present tense, you must check the meaning of the sentence carefully to see if it is logical in English.

The following chart outlines the use of the past tense with the present tense in English:

USING THE PAST WITH THE PRESENT
1. If you see a sentence with one verb in the *past* and one verb in the *present*, the sentence is probably incorrect.
2. However, it is possible for a correct sentence to have both *past* and *present* together.
3. If you see the *past* and *present* together, you must *check the meaning* to determine whether or not the sentence is correct.

EXERCISE 33: Each of the following sentences has at least one verb in the past and one verb in the present. Underline the verbs twice and decide if the meanings are logical. Then indicate if the sentences are correct (C) or incorrect (I).

I 1. I tell him the truth when he asked me the question.

C 2. I understand that you were angry.

____ 3. When he was a child, he always goes to the circus.

_____ 4. Last semester he reads seven books and wrote five papers.

_____ 5. Steve wakes up early every morning because he went to work early.

_____ 6. Mark studied at the American University when he is in Washington, D.C.

_____ 7. He is telling the teacher why he did not have time to finish his homework.

_____ 8. He put some money in his account when he goes to the bank.

_____ 9. Tom keeps studying hard because he intended to go to dental school.

_____ 10. She is where she is today because she worked hard when she was a student.

SKILL 34: USE *HAVE* AND *HAD* CORRECTLY

Two tenses that are often confused are the present perfect (*have* + past participle) and the past perfect (*had* + past participle). These two tenses have completely different uses, and you should understand how to differentiate them.

The present perfect (*have* + past participle) refers to the period of time *from the past until the present.*

> Sue *has lived* in Los Angeles for ten years.

This sentence means that Sue has lived in Los Angeles for the ten years up to now. According to this sentence, Sue is still living in Los Angeles.

Because the present perfect refers to a period of time from the past until the present, it is not correct in a sentence that indicates past only.

> *At the start of the nineteenth century,* Thomas Jefferson *has become** president of the United States.
> Every time Jim *worked* on his car, he *has improved** it.

In the first example, the phrase *at the start of the nineteenth century* indicates that the action of the verb was in the past only, but the verb indicates the period of time from the past until the present. Since this is not logical, the sentence is not correct. The verb in the first example should be the simple past *became.* The second example indicates that Jim *worked* on his car in the past, but he improved it in the period from the past until the present. This idea also is not logical. The verb in the second example should be the simple past *improved.*

The past perfect (*had* + past participle) refers to a period of time *that started in the past and ended in the past, before something else happened in the past.*

> Sue *had lived* in Los Angeles for ten years when she *moved* to San Diego.

This sentence means that Sue lived in Los Angeles for ten years in the past before she moved to San Diego in the past. She no longer lives in Los Angeles.

Because the past perfect begins in the past and ends in the past, it is generally not correct in the same sentence with the present tense.

> Tom *had finished* the exam when the teacher *collects** the papers.

This sentence indicates that *Tom finished the exam* (in the past) and that action ended *when the teacher collects the papers* (in the present). This is not logical, so the sentence is not correct. Tom finished the exam (in the past), and the action of finishing the exam ended when the teacher collected the papers. Therefore, the second verb in this example should be in the past tense, *collected.*

The following chart outlines the uses of the present perfect and the past perfect:

USING (*HAVE* + PAST PARTICIPLE) AND (*HAD* + PAST PARTICIPLE)			
TENSE	FORM	MEANING	USE
present perfect	*have* + past participle	past up to now	not with a past tense**
past perfect	*had* + past participle	before past up to past	not with a present tense
**Except when the time expression *since* is part of the sentence (see Skill 35).			

EXERCISE 34: Each of the following sentences contains *had* or *have.* Underline the verbs twice and decide if the meanings are logical. Then indicate if the sentences are correct (C) or incorrect (I).

C 1. I have always liked the designs that are on the cover.

I 2. Because her proposal had been rejected, she is depressed.

____ 3. The students have registered for classes before the semester started.

____ 4. When she had purchased the car, she contacted the insurance agent.

____ 5. He said that he had finished the typing when you finish the reports.

____ 6. She has enjoyed herself every time that she has gone to the zoo.

____ 7. He drove to the post office after he had finished preparing the package.

____ 8. After the votes were counted, it had been determined that Steve was the winner.

____ 9. Last night all the waiters and waitresses have worked overtime.

____ 10. He had fastened his seat belt before the airplane took off.

SKILL 35: USE THE CORRECT TENSE WITH TIME EXPRESSIONS

Often in written expression questions on the TOEFL test there is a time expression that clearly indicates what verb tense is needed in the sentence.

We moved to New York *in 1980.*
We had left there *by 1990.*
We have lived in San Francisco *since 1999.*

In the first example, the time expression *in 1980* indicates that the verb should be in the simple past (*moved*). In the second example, the time expression *by 1990* indicates that the verb should be in the past perfect (*had left*). In the third example, the time expression *since 1999* indicates that the verb should be in the present perfect (*have lived*).

Some additional time expressions that clearly indicate the correct tense are *ago, last,* and *lately.*

She got a job *two years ago.*
She started working *last week.*
She has worked very hard *lately.*

In the first example, the time expression *two years ago* indicates that the verb should be in the simple past (*got*). In the second example, the time expression *last week* indicates that the verb should be in the simple past (*started*). In the third example, the time expression *lately* indicates that the verb should be in the present perfect (*has worked*).

The following chart lists time expressions that indicate the correct verb tense:

USING CORRECT TENSES WITH TIME EXPRESSIONS		
PAST PERFECT	SIMPLE PAST	PRESENT PERFECT
by (1920)	*(two years) ago* *last (year)* *in (1920)*	*since (1920)* *lately*

EXERCISE 35: Each of the following sentences contains a time expression. Circle the time expressions and underline the verbs twice. Then indicate if the sentences are correct (C) or incorrect (I).

C 1. The phone rang incessantly (last night.)

I 2. They have finished contacting everyone (by 4:00 yesterday.)

____ 3. The Pilgrims have arrived in the New World in 1620.

____ 4. Since the new law was passed, it has been difficult to estimate taxes.

____ 5. The cashier put the money into the account two hours ago.

____ 6. All the votes have been counted last week.

____ 7. The students are writing many compositions lately.

____ 8. The Senate votes on the law to ban cigarette smoking in public in 1990.

____ 9. By the time the main course was served, all the guests had arrived and been seated.

____ 10. I had not done much more work since I talked to you on Wednesday.

SKILL 36: USE THE CORRECT TENSE WITH *WILL* AND *WOULD*

Certain combinations of verbs are very common in English. One is the combination of the simple present and *will.*

I *know* that they *will arrive* soon.
It *is* certain that he *will graduate.*

Another combination that is quite common is the combination of the simple past and *would.*

I *knew* that he *would arrive.*
It *was* certain that he *would graduate.*

It is important to stress that in the combination discussed here, the present should be used with *will* and the past should be used with *would;* they generally should not be mixed.

The common errors that must generally be avoided are the combination of the past with *will* and the combination of the present with *would.*

I *know* that he *would** *arrive* soon.
It *was* certain that he *will** *graduate.*

In the first example, the present, *know,* is illogical with *would.* It can be corrected in two different ways.

I *knew* that he *would arrive* soon.
I *know* that he *will arrive* soon.

In the second example, the past, *was,* is illogical with *will.* It can also be corrected in two different ways.

It *was* certain that he *would graduate.*
It *is* certain that he *will graduate.*

The following chart outlines the use of tenses with *will* and *would:*

USING CORRECT TENSES WITH *WILL* AND *WOULD*		
VERB	MEANING	USE
will	after the present	do not use with past
would	after the past	do not use with present
NOTE: There is a different modal *would* that is used to make polite requests. This type of *would* is often used with the present tense. *I* ***would*** *like to know if you* ***have*** *a pencil that I could borrow.*		

EXERCISE 36: Each of the following sentences contains *will* or *would.* Underline the verbs twice and decide if the meanings are logical. Then indicate if the sentences are correct (C) or incorrect (I).

I 1. He knew that he will be able to pass the exam.

C 2. I think that I will leave tomorrow.

____ 3. Paul did not say when he will finish the project.

____ 4. Jake doubts that he would have time to finish the project.

____ 5. I know that I will go if I can afford it.

____ 6. The police officer indicated that he would write a ticket if he has the time.

____ 7. Students will often study in the library before they go to classes or before they go home.

____ 8. He told me that he thought he will get the job in spite of his lack of education.

____ 9. The executive vice president emphasizes at the conferences that the board would not change its position.

____ 10. Students will register for classes according to who has the highest number of units.

EXERCISE (Skills 33–36): Underline the verbs twice in each of the following sentences. Then indicate if the sentences are correct (C) or incorrect (I).

____ 1. When he receives the money from the insurance company two days ago, he had already rebuilt the house.

____ 2. The position on the city council will be filled next week when the electorate votes.

____ 3. The dentist fills the cavities every time the x-rays show that it was necessary.

____ 4. When the bell rang, the students have left the class.

____ 5. The space shuttle would be launched next month if the weather is good.

____ 6. The special delivery package has arrived by noon yesterday.

____ 7. It is probable that the students who were tested yesterday were quite successful.

____ 8. After forty-five students had signed up for the class, the class was closed.

____ 9. The parking at the arena was inadequate for the tremendous number of drivers who will want to park there.

____ 10. They have not returned to Rhode Island since they left in 1970.

TOEFL EXERCISE (Skills 33–36): Choose the letter of the underlined word or group of words that is not correct.

____ 1. In several of his paintings (A), Edward Hicks depicted the Quaker farm in Pennsylvania where (B) he spends (C) his (D) youth.

____ 2. Florida has become (A) the twenty-seventh (B) state (C) in the (D) United States on March 3, 1845.

_____ 3. After last week's (A) meeting, the advertising department quickly realized (B) that the product will (C) need (D) a new slogan.

_____ 4. John F. Kennedy's (A) grandfather, John F. Fitzgerald, serves (B) two terms as the (C) mayor of Boston in the beginning (D) of the twentieth century.

_____ 5. Fort Ticonderoga, a strategically important fortification during the Revolution, had (A) since been (B) reconstructed (C) and turned (D) into a museum.

_____ 6. In making (A) their calculations, Institute researchers assume that the least costly (B) form of energy would (C) be used (D).

_____ 7. A twenty-one-year-old man became (A) the second casualty yesterday when (B) he loses (C) control (D) of his truck.

_____ 8. Most people had (A) written (B) with quill pens until pens (C) with metal points become (D) popular in the middle of the nineteenth century.

_____ 9. In a determined (A) drive to pare its debt (B), Time Warner is launching a stock offering (C) plan that would potentially raise (D) $2.8 billion.

_____ 10. The formula used (A) in the study calls for either (B) peroxide or metaldehyde, but (C) metaldehyde was (D) not always available.

TOEFL REVIEW EXERCISE (Skills 1–36): Choose the letter of the word or group of words that best completes the sentence.

1. _____ in the United States declined from twenty million in 1910 to nine million in the 1970s.
   (A) For a number of horses
   (B) The number of horses
   (C) When the number of horses
   (D) That the number of horses

2. Because of his reservations about the issue, _____ refused to vote for it.
   (A) who
   (B) and
   (C) which the senator
   (D) the senator

3. Bats avoid running into objects by _____ high-frequency sounds and listening for echoes.

   (A) the emission
   (B) emitted
   (C) emitting
   (D) they emit

4. It has been estimated that if we intend to stay above the starvation level, _____ the food supply.

   (A) so we will have to double
   (B) and it must double
   (C) which it must be doubled
   (D) we must double

Choose the letter of the underlined word or group of words that is not correct.

_____ 5. To determine (A) an object's force, the mass and (B) speed of the (C) object must be measure. (D)

_____ 6. The most common (A) time for tornados (B) to occur are (C) in the afternoon or evening on a hot, humid (D) spring day.

_____ 7. Automakers Nissan and Ford and several (A) aerospace research facilities in Great Britain are working (B) lately to apply active noise cancellation (C) to entire (D) cars and planes.

_____ 8. When a country in (A) an early stage of development, investments (B) in fixed (C) capital are vital. (D)

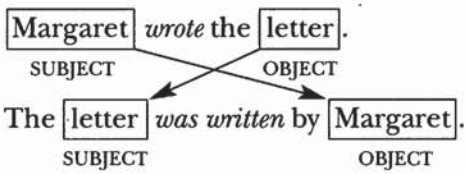
_____ 9. John Chapman became famous (A) in American folklore as "Johnny Appleseed" after he plants (B) apple trees throughout (C) the northeastern part of (D) the United States.

_____ 10. Inasmuch (A) he kept mostly (B) to himself (C), the author of *The Treasure of the Sierra Madre* was (D) known as "the mysterious B. Treuen.

PROBLEMS WITH PASSIVE VERBS

Sentences in which the error is an incorrect passive are common in written expression questions on the TOEFL test. You therefore need to be able to recognize the correct form of the passive and to be able to determine when a passive verb rather than an active verb is needed in a sentence.

The difference between an active and a passive verb is that the subject in an active sentence *does* the action of the verb, and the subject in a passive sentence *receives* the action of the verb. To convert a sentence from active to passive, two changes must be made. (1) The subject of the active sentence becomes the object of the passive sentence, while the object of the active sentence becomes the subject of the passive sentence. (2) The verb in the passive sentence is formed by putting the helping verb *be* in the same form as the verb in the active sentence and then adding the past participle of this verb.



The first example is an active sentence. To convert this active sentence to a passive sentence, you must first make the subject of the active sentence, *Margaret,* the object of the passive sentence with *by.* The object of the active sentence, *letter,* becomes the subject of the passive sentence. Next, the passive verb can be formed. Because *wrote* is in the past tense in the active sentence, the past tense of *be (was)* is used in the passive sentence. Then the verb *wrote* in the active sentence is changed to the past participle *written* in the passive sentence.

It should be noted that in a passive sentence, *by + object* does not need to be included to have a complete sentence. The following are both examples of correct sentences.

The letter was written yesterday *by Margaret.*
The letter was written yesterday.

Notice that these passive sentences are correct if *by Margaret* is included (as in the first example) or if *by Margaret* is omitted (as in the second example).

> NOTE: Exercises to practice active and passive forms can be found in Appendix G at the back of the text. You may want to complete these exercises before you begin Skill 37.

SKILL 37: USE THE CORRECT FORM OF THE PASSIVE

One way that the passive can be tested on the TOEFL test is simply with an incorrect form of the passive. The following are examples of passive errors that might appear on the TOEFL test:

The portrait *was painting** by a famous artist.
The project *will finished** by Tim.

In the first example, the passive is formed incorrectly because the past participle *painted* should be used rather than the present participle *painting*. In the second example, the verb *be* has not been included, and some form of *be* is necessary for a passive verb. The verb in the second sentence should be *will be finished.*

The following chart outlines the way to form the passive correctly:

THE FORM OF THE PASSIVE
BE + past participle (*BY* + object)

EXERCISE 37: Each of the following sentences has a passive meaning. Underline twice the verbs that should be passive. Then indicate if the sentences are correct (C) or incorrect (I).

I 1. The boy had never be stung by a bee.

C 2. The suits were hung in the closet when they were returned from the cleaners.

____ 3. Money is lending by the credit union to those who want to buy homes.

____ 4. The record had been chose by dancers near the jukebox.

____ 5. The topic for your research paper should have been approved by your advisor.

____ 6. That song has been playing over and over again by Steve.

____ 7. Their utility bills have been increased again and again.

____ 8. The patients who are too sick to sit up are being assisted by the orderlies.

____ 9. The offices were thoroughly clean last evening by the night crew.

____ 10. The car that was struck in the intersection yesterday is being repaired today.

SKILL 38: RECOGNIZE ACTIVE AND PASSIVE MEANINGS

When there is no object (with or without *by*) after a verb, you must look at the meaning of the sentence to determine if the verb should be active or passive. Sentences with an incorrect passive verb and no *by* + *object* to tell you that the verb should be passive are the most difficult passive errors to recognize on the TOEFL test. Study the examples:

We mailed *the package* at the post office.
The letter was mailed *by us* today before noon.
The letter was mailed today before noon.
The letter mailed* today before noon.

The first three examples above are correct. The first example has the active verb *mailed* used with the object *package;* the second example has the passive verb *was mailed* used with *by us;* the third sentence has the passive verb *was mailed* used without an object.

The fourth example is the type of passive error that appears most often on the TOEFL test. This type of sentence has the following characteristics: (1) an incorrect passive verb that looks like a correct active verb, and (2) no *by* + *object* to tell you that a passive is needed. To correct the fourth example, the active verb needs to be changed to the passive *was mailed.*

To determine that such a sentence is incorrect, you must study the meaning of the subject and the verb. You must ask yourself if the subject *does* the action of the verb (so an active verb is needed) or if the subject *receives* the action of the verb (so a passive verb is needed). In the incorrect example, you should study the meaning of the subject and verb, *the letter mailed.* You should ask yourself if *a letter mails itself* (the letter *does* the action) or if someone *mails a letter* (the letter *receives* the action of being mailed). Since a letter does not mail itself, the passive is required in this sentence.

The following chart outlines the difference in meaning between active and passive verbs:

ACTIVE AND PASSIVE MEANINGS	
ACTIVE	The subject *does* the action of the verb.
PASSIVE	The subject *receives* the action of the verb.

EXERCISE 38: Each of the following sentences contains at least one active verb; however, some of the verbs should be passive. Underline the verbs twice. Then indicate if the sentences are correct (C) or incorrect (I).

I 1. The car parked in a no-parking zone.

C 2. The physics exam began just a few minutes ago.

____ 3. Everything to organize the picnic has already done.

____ 4. The police investigated him because of his unusual actions.

____ 5. The package containing the necessary samples has just sent.

____ 6. The vacation to Europe will plan carefully before the scheduled departure date.

____ 7. The coffee turned bitter when it left on the stove for so long.

____ 8. The soccer game won in the closing minutes.

____ 9. The clothes made to rival the latest fashions of the season.

____ 10. When the roads are icy, the buses do not drive.

EXERCISE (Skills 37–38): Underline the verbs twice in the following sentences. Then indicate if the sentences are correct (C) or incorrect (I).

____ 1. After the old radiator had be replaced, the travelers continued their cross-country trip.

____ 2. During the lightning storm, he struck in the head by a falling tree.

____ 3. While I am on vacation, the pets should be feeds every morning and evening.

____ 4. A book being written now by a team of writers will be published in the fall.

____ 5. I found out that the real estate agent had already been leased the condominium.

____ 6. The house that Mrs. Martin has always wanted to buy has just placed on the market.

____ 7. The foundation should have been finishing by the construction workers before they left the construction site.

____ 8. We must leave that money in the checking account because the bills pay on the first of the month.

____ 9. The horses can't be taken out now because they have been rode for the past few hours.

____ 10. It is being announced by a presidential aide that a lawyer from Virginia has been named attorney general.

TOEFL EXERCISE (Skills 37–38): Choose the letter of the word or group of words that best completes the sentence.

1. _____ discussed by the board of directors when it was proposed again by the supervisors.

   (A) The problem had already
   (B) The problem is already
   (C) The problem had already been
   (D) The problem has already

2. Much of the carnage of elephants, giraffes, and big cats _____ uncaring hunters.

   (A) must commit by
   (B) must be committed
   (C) must have committed
   (D) must have been committed by

3. The x-ray treatments _____ up to the time that he was dismissed from the hospital.

   (A) gave daily
   (B) were given daily
   (C) basically have given
   (D) daily had been given

Choose the letter of the underlined word or group of words that is not correct.

_____ 4. Particular issues (A) that concern (B) teenagers were (C) covering (D) in the half-hour program.

_____ 5. Electrical impulses (A) may (B) also picked (C) up by the optic (D) nerve.

_____ 6. Workers training (A) for a specific job have (B) a strong possibility of being (C) replace (D) by a machine.

_____ 7. On (A) June 30, 1992, international timekeepers in Paris were added (B) an extra second (C) to the day. (D)

_____ 8. The report could not be (A) turned (B) in on time because all the needed (C) work lost. (D)

_____ 9. In English these questions have be (A) formed (B) by changing (C) the word order of a statement, whereas in some languages the word order remains (D) the same.

_____ 10. He was not (A) able to define (B) the process by which (C) the body had protected (D) by the immunologic system.

TOEFL REVIEW EXERCISE (Skills 1–38): Choose the letter of the word or group of words that best completes the sentence.

1. _____ Big Dipper, a seven-star constellation in the shape of a cup, is part of Ursa Major.
   (A) The
   (B) It is the
   (C) With the
   (D) That the

2. The Military Academy at West Point _____ on the west bank of the Hudson River, north of New York City.
   (A) located
   (B) is located
   (C) which is located
   (D) whose location is

3. _____ impressive chapter in the book was the chapter on Stuart's scientific theories.
   (A) It was the most
   (B) The most
   (C) Most
   (D) Most of the

Choose the letter of the underlined word or group of words that is not correct.

____ 4. The first (A) fish have (B) appeared (C) on the earth approximately 500 million (D) years ago.

____ 5. Only (A) rarely sound waves are (B) of a single (C) frequency encountered (D) in practice.

____ 6. Cameos (A) can be carved (B) not only from (C) onyx and sardonyx or (D) from agate.

____ 7. Although most of (A) the wild horses on the western range have already been (B) rounded up, the most (C) remote the area, the greater the possibility (D) that wild horses can still be found.

____ 8. During this period, $206 was (A) spend (B) annually on food (C) by families in the lower third (D) income bracket.

____ 9. The dangers of noise are (A), unfortunately, not as clear-cut than (B) are those (C) from most other (D) health hazards.

____ 10. In a recent survey (A) of Americans, more than 75 percent expressed (B) the view that the government it should (C) take a more (D) active role in health care.

PROBLEMS WITH NOUNS

The same types of problems with nouns appear often in written expression questions on the TOEFL test. You should be familiar with these problems so that you will recognize them easily. You should be able to do the following: (1) use the correct singular or plural noun, (2) distinguish countable and uncountable nouns, (3) recognize irregular singular and plural nouns, and (4) distinguish the person from the thing.

SKILL 39: USE THE CORRECT SINGULAR OR PLURAL NOUN

A problem that is common in written expression questions on the TOEFL test is a singular noun used where a plural noun is needed, or a plural noun used where a singular noun is needed.

On the table there were many *dish**.
The lab assistant finished every *tests**.

In the first example, *many* indicates that the plural *dishes* is needed. In the second example, *every* indicates that the singular *test* is needed.

In written expression questions on the TOEFL test, you should watch very carefully for key words, such as *each, every, a, one,* and *single,* that indicate that a noun should be singular. You should also watch carefully for such key words as *many, several, both, various,* and *two* (or any other number except *one*) that indicate that a noun should be plural.

The following chart lists the key words that indicate to you whether a noun should be singular or plural:

KEY WORDS FOR SINGULAR AND PLURAL NOUNS					
For Singular Nouns	*each*	*every*	*single*	*one*	*a*
For Plural Nouns	*both*	*two*	*many*	*several*	*various*

EXERCISE 39: Each of the following sentences contains at least one key word to tell you if a noun should be singular or plural. Circle the key words. Draw arrows to the nouns they describe. Then indicate if the sentences are correct (C) or incorrect (I).

I 1. The automotive shop stocked (many) part for the (various) types of Hondas.

C 2. (Every) receipt must be removed from the cashier's drawer and tallied.

____ 3. The salesclerk demonstrated various additional way that the machine could be used.

____ 4. The woman found it difficult to believe that both of the piece of jewelry had disappeared.

____ 5. The unhappy man became more and more discouraged with each passing days.

____ 6. An extended cruise would be a nice way to spend a vacation one days.

____ 7. The manager was surprised that not a single worker was available on Tuesday.

____ 8. The housekeeper cleaned the room and took two of the occupant's dress to the laundry.

____ 9. When the first bill was defeated, the Senate immediately began work on a different bills.

____ 10. There were several boxes in the cupboard, and each box contained a dozen glasses.

SKILL 40: DISTINGUISH COUNTABLE AND UNCOUNTABLE NOUNS

In English, nouns are classified as countable or uncountable. For certain questions on the TOEFL test, it is necessary to distinguish countable and uncountable nouns in order to use the correct modifiers with them.

As the name implies, countable nouns are nouns that can be counted. Countable nouns can come in quantities of one, or two, or a hundred, etc. The noun *book* is countable because you can have one book or several books.

Uncountable nouns, on the other hand, are nouns that cannot be counted because they come in some indeterminate quantity or mass. A noun such as *milk* or *happiness* cannot be counted; you cannot have one milk or two milks, and you cannot find one happiness or two happinesses. Uncountable nouns are often liquid items, such as *water, oil,* or *shampoo.* Uncountable nouns can also refer to abstract ideas, such as *security, excitement,* or *hope.*

It is important for you to recognize the difference between countable and uncountable nouns when you come across such key words as *much* and *many.*

He has seen *much** foreign *films.*
He didn't have *many** *fun* at the movies.

In the first example, *much* is incorrect because *films* is countable. This sentence should say *many foreign films.* In the second example, *many* is incorrect because *fun* is uncountable. This sentence should say *much fun.*

The following chart lists the key words that indicate to you whether a noun should be countable or uncountable:

KEY WORDS FOR COUNTABLE AND UNCOUNTABLE NOUNS				
For Countable Nouns	*many*	*number*	*few*	*fewer*
For Uncountable Nouns	*much*	*amount*	*little*	*less*

EXERCISE 40: Each of the following sentences contains at least one key word to tell you if a noun should be countable or uncountable. Circle the key words. Draw arrows to the nouns they describe. Then indicate if the sentences are correct (C) or incorrect (I).

C 1. He received (little) notice that the bill would have to be paid in full.

I 2. The police had (few) opportunities to catch the thief who had committed a large (amount) of crimes.

____ 3. You will have fewer problems with your income taxes if you get professional help.

____ 4. After the strike, the company dismissed many employees.

____ 5. Because the bottom corner of the pocket was torn, much coins fell out.

____ 6. Since he bought the new adapter, he has had less trouble with the machine.

____ 7. There are much new items to purchase before leaving, and there is such a short amount of time.

____ 8. The less time you take on the assignment, the less pages you will complete.

____ 9. A few soldiers who had been in heavy combat were brought back for a little rest.

____ 10. It is better to go shopping in the late evening because there are less people in the market, and you can accomplish a number of tasks in a short period of time.

SKILL 41: RECOGNIZE IRREGULAR PLURALS OF NOUNS

Many nouns in English have irregular plurals, and these irregular forms can cause confusion in written expression questions on the TOEFL test. The irregular forms that are the most problematic are plural forms that do not end in *s*.

Different *criteria* was* used to evaluate the performers.

In this example the plural noun *criteria* looks singular because it does not end in *s;* you might incorrectly assume that it is singular because there is no final *s*. However, *criteria* is a plural noun, so the singular verb *was used* is incorrect. The verb should be the plural form *were used.*

The following chart lists the irregular plurals that you should become familiar with:

IRREGULAR PLURALS			
Vowel change	*man / men* *woman / women*	*foot / feet* *tooth / teeth*	*goose / geese* *mouse / mice*
Add *-EN*	*child / children*	*ox / oxen*	
Same as singular	*deer / deer* *fish / fish*	*salmon / salmon* *sheep / sheep*	*trout / trout*
-IS ⟶ *-ES*	*analysis / analyses* *axis / axes* *crisis / crises*	*diagnosis / diagnoses* *hypothesis / hypotheses* *parenthesis / parentheses*	*synthesis / syntheses* *thesis / theses*
Ends in *-A*	*bacterium / bacteria* *curriculum / curricula*	*datum / data* *phenomenon / phenomena*	*criterion / criteria*
-US ⟶ *-I*	*alumnus / alumni* *bacillus / bacilli* *cactus / cacti*	*fungus / fungi* *nucleus / nuclei* *radius / radii*	*stimulus / stimuli* *syllabus / syllabi*

NOTE: Additional exercises to practice these irregular plurals of nouns appear in Appendix H at the back of the text. You may want to complete these exercises before you begin Exercise 41.

EXERCISE 41: Each of the following sentences contains at least one noun with an irregular plural. Circle the nouns with irregular plurals. Then indicate if the sentences are correct (C) or incorrect (I).

I 1. (Parentheses) is needed around that expression.

C 2. He wants to go on a fishing trip this weekend because he has heard that the (fish) are running.

____ 3. The syllabi for the courses is included in the packet of materials.

____ 4. The diagnosis that he heard today were not very positive.

____ 5. The crisis is not going to be resolved until some of the pressure is relieved.

____ 6. All of the alumni are attending the reception at the president's house.

____ 7. A flock of geese were seen heading south for the winter.

____ 8. The teeth in the back of his mouth needs to be capped.

____ 9. The fungi has spread throughout the garden.

____ 10. The sheepdog is chasing after the sheep which are heading over the hill.

SKILL 42: DISTINGUISH THE PERSON FROM THE THING

Nouns in English can refer to persons or things. Sometimes in written expression questions on the TOEFL test the person is used in place of the thing, or the thing is used in place of the person.

Ralph Nader is an *authorization** in the field of consumer affairs.
There are many job opportunities in *accountant**.

In the first example, *authorization* is incorrect because *authorization* is a thing and Ralph Nader is a person. The person *authority* should be used in this sentence. In the second example, *accountant* is incorrect because *accountant* is a person and the field in which an accountant works is *accounting*. The thing *accounting* should be used in this sentence.

The following chart outlines what you should remember about the person or thing:

PERSON OR THING
It is common to confuse a person with a thing in written expression questions on the TOEFL test.

EXERCISE 42: Some of the following sentences contain incorrectly used *persons* or *things*. Circle the incorrectly used words. Then indicate if the sentences are correct (C) or incorrect (I).

I 1. In the evening he relaxes in front of the fire and writes long (poets.)

C 2. Service in the restaurant was slow because one cook had called in sick.

____ 3. The sculpture worked from sunrise until sunset on his new project.

____ 4. She has received several awards for her research in engineer.

____ 5. The economist's radical views were printed in a column in the Sunday newspaper.

____ 6. You must have remarkable looks to work as a model for *Vogue*.

____ 7. He had several critics to offer about the new play.

____ 8. The gardener worked feverishly after the frost to save as many plants as possible.

____ 9. The company hired a statistic to prepare marketing studies for the new product.

____ 10. The famous acting has appeared in more than fifty Broadway plays.

EXERCISE (Skills 39–42): Study the nouns in the following sentences. Then indicate if the sentences are correct (C) or incorrect (I).

____ 1. The professor does not give many exam in chemistry class, but the ones she gives are difficult.

____ 2. His thesis includes an analyses of the hypotheses.

____ 3. It was his dream to be a musical in the New York Philharmonic.

____ 4. For the reception, the caterers prepared a large amount of food to serve a large number of people.

____ 5. Many job opportunities exist in the field of nurse if you will accept a low-paying position.

____ 6. For each business trip you make, you can choose from many different airlines.

____ 7. The stimulus for his career change is his acknowledgment that he is in a dead-end job.

____ 8. She wants to undergo a series of treatments, but she thinks it costs a little too much money.

____ 9. The television producer that was shown last night on the CBS network from 9:00 to 11:00 was one of the best shows of the season.

____ 10. Various sight-seeing excursion were available from the tourist agency.

TOEFL EXERCISE (Skills 39–42): Choose the letter of the underlined word or group of words that is not correct.

____ 1. As a compilation of useful details (A), a weekly (B) magazine commends itself (C) in several respect (D).

____ 2. Through aquaculture, or fish farming, more than (A) 500 million tons of fish (B) are produced (C) each years (D).

____ 3. The legal system has much (A) safeguards to protect the right (B) of a defendant (C) to an impartial jury (D).

____ 4. The mystery bookstore was (A) largely (B) a phenomena (C) of the last decade (D).

____ 5. The *Song of Hiawatha,* by Longfellow, tells (A) the story of the Indian heroism (B) who (C) married (D) Minehaha.

____ 6. Uranus is (A) the (B) seventh planets (C) from the Sun (D).

____ 7. The sycamore has broad (A) leaves (B) with a large amount (C) of pointed (D) teeth.

____ 8. The first of two such investigation (A) requires (B) the students to read continuously over a period (C) of four hours (D).

____ 9. A quantitative analysis, using (A) both the computer and quantitative techniques (B), are used (C) to optimize (D) financial decisions.

____ 10. To enter (A) the FBI National Academy (B), an application (C) must be between the ages (D) of twenty-three and thirty-four.

TOEFL REVIEW EXERCISE (Skills 1–42): Choose the letter of the word or group of words that best completes the sentence.

1. Presidential _____ held every four years on the first Tuesday after the first Monday in November.

   (A) electing
   (B) elections are
   (C) is elected
   (D) elected and

2. Studies of carcinogenesis in animals can provide data on _____ in human susceptibility.

   (A) differences are
   (B) that differences are
   (C) differences have
   (D) differences

3. Those who favor the new law say that the present law does not set spending limits on lobbyists' gifts to politicians, nor _____ statewide funds.

   (A) it limits
   (B) limits it
   (C) does it limit
   (D) does it

4. The population of the earth is increasing at a tremendous rate and _____ out of control.

   (A) they have become
   (B) are soon going to be
   (C) soon will be
   (D) why it will be

5. Starting in 1811, traders and manufacturers were more easily able to send goods upriver in _____ provided the necessary power to counteract the flow of the waters.

   (A) steamboats
   (B) which
   (C) that
   (D) that steamboats

Choose the letter of the underlined word or group of words that is not correct.

_____ 6. Temperature indicates (A) on a bimetallic (B) thermometer by the amount (C) that (D) the bimetallic strip bends.

_____ 7. Many (A) of the food consumed (B) by penguins consists of (C) fish obtained from (D) the ocean.

_____ 8. Before the newspaper became widespread (A), a town crier (B) has (C) walked throughout a village or town singing out (D) the news.

_____ 9. All of (A) NASA's manned (B) spacecraft project (C) are headquartered (D) at the Lyndon B. Johnson Space Center in Houston.

_____ 10. Fungi cause (A) more serious (B) plant diseased (C) than do other (D) parasites.

PROBLEMS WITH PRONOUNS

Pronouns are words, such as *he, she,* or *it,* that take the place of nouns. When you see a pronoun in written expression questions on the TOEFL test, you need to check that it serves the correct function in the sentence (as a subject or object, for example) and that it agrees with the noun it is replacing. The following pronoun problems are the most common on the TOEFL test: (1) distinguishing subject and object pronouns, (2) distinguishing possessive pronouns and possessive adjectives, and (3) checking pronoun reference for agreement.

SKILL 43: DISTINGUISH SUBJECT AND OBJECT PRONOUNS

Subject and object pronouns can be confused on the TOEFL test, so you should be able to recognize these two types of pronouns:

SUBJECT	OBJECT
I	*me*
you	*you*
he	*him*
she	*her*
it	*it*
we	*us*
they	*them*

A subject pronoun is used as the subject of a verb. An object pronoun can be used as the object of a verb or the object of a preposition. Compare the following two sentences.

Sally gave *the book* to *John.*
She gave *it* to *him.*

In the second sentence the subject pronoun *she* is replacing the noun *Sally.* The object of the verb *it* is replacing the noun *book,* and the object of the preposition *him* is replacing the noun *John.*

The following are examples of the types of subject or object pronoun errors that you might see on the TOEFL test.

*Him** and the girl are going shopping.
The gift was intended for you and *I**.

In the first example, the object pronoun *him* is incorrect because this pronoun serves as the subject of the sentence. The object pronoun *him* should be changed to the subject pronoun *he.* It can be difficult to recognize that *him* is the subject because the verb *are* has a double subject, *him* and *girl.* In the second example, the subject pronoun *I* is incorrect because this pronoun serves as the object of the preposition *for.* The subject pronoun *I* should be changed to the object pronoun *me.* It can be difficult to recognize that *I* is the object of the preposition *for* because the preposition *for* has two objects: the correct object *you* and the incorrect object *I.*

EXERCISE 43: Each of the following sentences contains at least one subject or object pronoun. Circle the pronouns. Then indicate if the sentences are correct (C) or incorrect (I).

C 1. The worst problem with (it) is that (he) cannot afford (it.)

I 2. (They) saw Steve and (I) at the movies last night after class.

____ 3. Perhaps you would like to go to the seminar with they and their friends.

____ 4. The mother took her son to the doctor's office because he was feeling sick.

____ 5. I did not know that you and her were working together on the project.

____ 6. She did not buy the sweater because it had a small hole in it.

____ 7. The man leading the seminar gave me all the information I needed to make a decision.

____ 8. The cords connecting the computer to its printer need to be replaced before them wear down.

____ 9. He is going to the party with you and me if you do not mind.

____ 10. You and her ought to return the books to the library because they are already overdue.

SKILL 44: DISTINGUISH POSSESSIVE ADJECTIVES AND PRONOUNS

Possessive adjectives and pronouns both show who or what "owns" a noun. However, possessive adjectives and possessive pronouns do not have the same function, and these two kinds of possessives can be confused on the TOEFL test. A possessive adjective describes a noun: it must be accompanied by a noun. A possessive pronoun takes the place of a noun: it cannot be accompanied by a noun.

They lent me *their* book.
ADJECTIVE

They lent me *theirs.*
PRONOUN

Notice that in the first example the possessive adjective *their* is accompanied by the noun *book.* In the second example the possessive pronoun *theirs* is not accompanied by a noun.

These examples show the types of errors that are possible with possessive adjectives and possessive pronouns on the TOEFL test.

Each morning they read *theirs** newspapers.
Could you give me *your**?

In the first example, the possessive pronoun *theirs* is incorrect because it is accompanied by the noun *newspapers,* and a possessive pronoun cannot be accompanied by a noun. The possessive adjective *their* is needed in the first example. In the second example, the possessive adjective *your* is incorrect because it is not accompanied by a noun, and a possessive adjective must be accompanied by a noun. The possessive pronoun *yours* is needed in the second example.

The following chart outlines the possessives and their uses:

POSSESSIVE ADJECTIVES	POSSESSIVE PRONOUNS
my	*mine*
your	*yours*
his	*his*
her	*hers*
its	—
our	*ours*
their	*theirs*
must be accompanied by a noun	*cannot* be accompanied by a noun

EXERCISE 44: Each of the following sentences contains at least one possessive pronoun or adjective. Circle the possessives in these sentences. Then indicate if the sentences are correct (C) or incorrect (I).

I 1. If she borrows (your) coat, then you should be able to borrow (her.)

C 2. Each pot and pan in (her) kitchen has (its) own place on the shelf.

____ 3. Mary and Mark invited theirs parents to see their new apartment.

____ 4. When my roommate paid her half of the rent, I paid mine.

____ 5. All students need to bring theirs own pencils and answer sheets to the exam.

____ 6. All her secretaries are working late tonight to finish her report.

____ 7. The horse trotting around the track won its race a few minutes ago.

____ 8. Before the report is finalized, the information in their notes and our must be proofed.

____ 9. She worked all day cooking food and making decorations for her son's birthday party.

____ 10. The weather in the mountains this weekend will be extremely cold, so please take yours heavy jackets.

SKILL 45: CHECK PRONOUN REFERENCE FOR AGREEMENT

After you have checked that the subject and object pronouns and the possessives are used correctly, you should also check each of these pronouns and possessives for agreement. The following are examples of errors of this type that you might find on the TOEFL test:

The boys will cause trouble if you let *him**.
Everyone must give *their** name.

In the first example, the singular pronoun *him* is incorrect because it refers to the plural noun *boys*. This pronoun should be replaced with the plural pronoun *them*. In the second example, the plural possessive adjective *their* is incorrect because it refers to the singular *everyone*. This adjective should be replaced with the singular *his* or *his or her*.

The following chart outlines what you should remember about checking pronoun reference:

PRONOUN AGREEMENT
1. Be sure that every pronoun and possessive agrees with the noun it refers to.
2. You generally check *back* in the sentence for agreement.

EXERCISE 45: Each of the following sentences contains at least one pronoun or possessive. Circle the pronouns and possessives. Draw arrows to the nouns they refer to. Then indicate if the sentences are correct (C) or incorrect (I).

I 1. If a person really wants to succeed, (they) must always work hard.

C 2. If you see the students from the math class, could you return (their) exam papers to (them?)

____ 3. Some friends and I went to see a movie, and afterwards we wrote a critique about them.

____ 4. If you have a problem, you are welcome to discuss it with me before you try to resolve them.

____ 5. I know you had a terrible time last week, but you must try to forget about it.

____ 6. At the start of the program, each student needs to see his advisor about his schedule.

____ 7. In spite of its small size, these video recorders produce excellent tapes.

____ 8. Whatever the situation, you should reflect profoundly about them before coming to a decision.

____ 9. The people I admire most are those who manage to solve their own problems.

____ 10. If anyone stops by while I am at the meeting, please take a message from them.

EXERCISE (Skills 43–45): Circle the pronouns and possessives in the following sentences. Then indicate if the sentences are correct (C) or incorrect (I).

____ 1. Helicopters are being used more and more in emergency situations because of its ability to reach out-of-the-way places.

____ 2. The worker was fired by the chemical company because his refused to work with certain dangerous chemicals.

____ 3. If you have car trouble while driving on the freeway, you should pull your car over to the side of the freeway and wait for help.

____ 4. The administration will not install the new security system because they cost so much.

____ 5. Some parents prefer to send their children to private schools because they believe the children will be better educated.

____ 6. The air traffic controller was not blamed for the accident because he had strictly followed the correct procedures.

____ 7. The new student has been assigned to work on the project with you and I.

____ 8. Many different kinds of aspirin are on the market, but theirs effectiveness seems to be equal.

____ 9. You must bring a tent and a sleeping bag for your trip to the Sierras.

____ 10. Each of the team members had their new uniform.

TOEFL EXERCISE (Skills 43–45): Choose the letter of the underlined word or group of words that is not correct.

_____ 1. Superman made (A) their (B) comic debut (C) in 1938 in (D) *Action Comics.*

_____ 2. Commercial letters of credit are often used (A) to finance export (B) trade, but them (C) can have other uses (D).

_____ 3. When children experience (A) too much (B) frustration, its (C) behavior ceases (D) to be integrated.

_____ 4. On March 30, 1981, President Reagan was shot (A) as (B) his (C) was leaving (D) a Washington hotel.

_____ 5. Although the destruction that it causes (A) is often terrible, cyclones benefit (B) a much wider (C) belt than they (D) devastate.

_____ 6. President Andrew Jackson had an official (A) cabinet, but him (B) preferred (C) the advice of his (D) informal advisors, the Kitchen Cabinet.

_____ 7. After Clarence Day's book (A) *Life with Father* was rewritten (B) as a play, they (C) ran for six years (D) on Broadway.

_____ 8. Almost (A) half of the (B) Pilgrims did not survive theirs (C) first (D) winter in the New World.

_____ 9. There was (A) no indication (B) from the Senate that he (C) would agree with the decision made (D) in the House.

_____ 10. A baby learns the meanings of words as they (A) are spoken by others (B) and later (C) uses him (D) in sentences.

TOEFL REVIEW EXERCISE (Skills 1–45): Choose the letter of the word or group of words that best completes the sentence.

1. _____ worst phase of the Depression, more than thirteen million Americans had no jobs.
   (A) It was in the
   (B) During the
   (C) While the
   (D) The

2. When reading a book, you must keep your point of view separate from the point of view in _____ you are studying.
   (A) that
   (B) the material and
   (C) the materials that
   (D) the materials that are

3. Speech consists not merely of sounds but _____ that follow various structural patterns.

   (A) of organized sound patterns
   (B) organized sound patterns
   (C) that sound patterns are organized
   (D) in organizing sound patterns

Choose the letter of the underlined word or group of words that is not correct.

_____ 4. The latest (A) medical report indicated that the patient's temperature was near normal (B) and their (C) lungs were (D) partially cleared.

_____ 5. Most (A) oxygen atoms have (B) eight neutrons, but a small amount (C) have nine or ten (D).

_____ 6. When Paine expressed his (A) belief in (B) independence, he praised (C) by the public (D).

_____ 7. A vast quantity (A) of radioactive material (B) is (C) made when does a hydrogen bomb explode (D).

_____ 8. Genes have several alternative (A) form (B), or alleles, which (C) are produced by (D) mutations.

_____ 9. A star that (A) has used up its (B) energy and has lost its heat (C) became (D) a black dwarf.

_____ 10. Each lines (A) of poetry written (B) in blank verse has (C) ten syllables, which are alternately (D) stressed and unstressed.

PROBLEMS WITH ADJECTIVES AND ADVERBS

Many different problems with adjectives and adverbs are possible in written expression questions on the TOEFL test. To identify these problems, you must first be able to recognize adjectives and adverbs.

Often adverbs are formed by adding *-ly* to adjectives, and these *-ly* adverbs are very easy to recognize. The following examples show adverbs that are formed by adding *-ly* to adjectives:

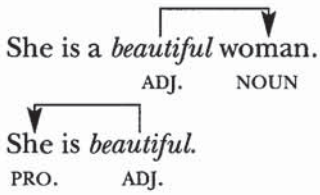
ADJECTIVE	ADVERB
recent	*recently*
public	*publicly*
evident	*evidently*

However, there are many adverbs in English that do not end in *-ly*. These adverbs can be recognized from their meanings. They can describe *when* something happens (*often, soon, later*), *how* something happens (*fast, hard, well*), or *where* something happens (*here, there, nowhere*).

There are three skills involving adjectives and adverbs that will help you on written expression questions on the TOEFL test: (1) knowing when to use adjectives and adverbs, (2) using adjectives rather than adverbs after linking verbs, and (3) positioning adjectives and adverbs correctly.

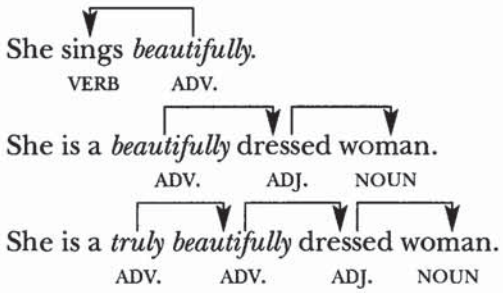
SKILL 46: USE BASIC ADJECTIVES AND ADVERBS CORRECTLY

Sometimes in written expression questions on the TOEFL test, adjectives are used in place of adverbs, or adverbs are used in place of adjectives. Adjectives and adverbs have very different uses. Adjectives have only one job: they describe nouns or pronouns.



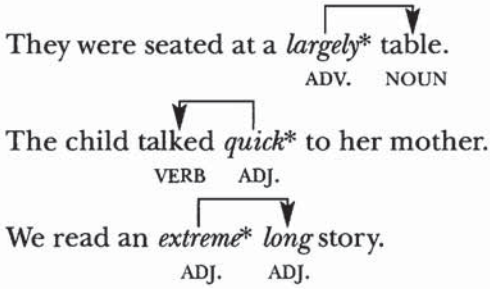
In the first example, the adjective *beautiful* describes the noun *woman.* In the second example, the adjective *beautiful* describes the pronoun *she.*

Adverbs do three different things. They describe verbs, adjectives, or other adverbs.



In the first example, the adverb *beautifully* describes the verb *sings.* In the second example, the adverb *beautifully* describes the adjective *dressed* (which describes the noun *woman*). In the third example, the adverb *truly* describes the adverb *beautifully,* which describes the adjective *dressed* (which describes the noun *woman*).

The following are examples of incorrect sentences as they might appear on the TOEFL test.

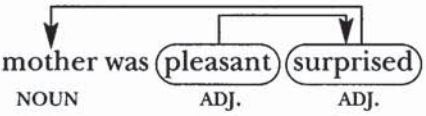


In the first example, the adverb *largely* is incorrect because the adjective *large* is needed to describe the noun *table.* In the second example, the adjective *quick* is incorrect because the adverb *quickly* is needed to describe the verb *talked.* In the last example, the adjective *extreme* is incorrect because the adverb *extremely* is needed to describe the adjective *long.*

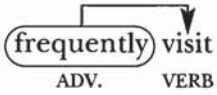
The following chart outlines the important information that you should remember about the basic use of adjectives and adverbs:

BASIC USE OF ADJECTIVES AND ADVERBS	
ADJECTIVES	Adjectives describe *nouns* or *pronouns.*
ADVERBS	Adverbs describe *verbs, adjectives,* or other *adverbs.*

EXERCISE 46: Each of the following sentences has at least one adjective or adverb. Circle the adjectives and adverbs, and label them. Draw arrows to the words they describe. Then indicate if the sentences are correct (C) or incorrect (I).



I 1. The mother was pleasant surprised when her daughter came to visit.



C 2. The salespeople frequently visit the East Coast for trade shows.

____ 3. He was driving an expensively sports car.

____ 4. There is a special program on television this evening.

____ 5. She was chosen for the leading part because she sings so well.

____ 6. The car was not complete ready at 3:00.

____ 7. It was difficult to believe that what we read in the newspaper was a truly story.

____ 8. Points will be subtracted for each incorrect answered question.

____ 9. The production manager quietly requested a completely report of the terribly incident.

____ 10. The children finished their homework quickly so that they could watch television.

SKILL 47: USE ADJECTIVES AFTER LINKING VERBS

Generally an adverb rather than an adjective will come directly after a verb because the adverb is describing the verb.



In this example, the verb *spoke* is followed by the adverb *nicely.* This adverb describes the verb *spoke.*

However, you must be very careful if the verb is a *linking* verb. A *linking* verb is followed by an adjective rather than an adverb.

She looks *nice.*
SUB. ADJ.

In this example, the linking verb *looks* is followed by the adjective *nice.* This adjective describes the subject *she.*

You should be sure to use an adjective rather than an adverb after a linking verb. Be careful, however, because the adjective that goes with the linking verb does not always directly follow the linking verb.

He seems *unusually nice.*
SUB. ADV. ADJ.

In this example, the adjective *nice,* which describes the subject *he,* is itself described by the adverb *unusually.* From this example, you should notice that it is possible to have an adverb directly after a linking verb, but only if the adverb describes an adjective that follows.

The following chart lists commonly used linking verbs and outlines the different uses of adjectives and adverbs after regular verbs and linking verbs:

ADJECTIVES AND ADVERBS AFTER VERBS			
(subject) + (regular verb) + (adverb) A regular verb is followed by an adverb. The adverb describes the verb.			
(subject) + (linking verb) + (adjective) A linking verb is followed by an adjective. The adjective describes the subject.			
(subject) + (linking verb) + (adverb) + (adjective) It is possible that a linking verb is followed by an adverb and an adjective. The adverb describes the adjective, and the adjective describes the subject.			
LINKING VERBS:	*appear*	*feel*	*seem*
	be	*look*	*smell*
	become	*prove*	*taste*

EXERCISE 47: Each of the following sentences contains at least one adjective or adverb. Circle the adjectives and adverbs, and label them. Draw arrows to the words they describe. Then indicate if the sentences are correct (C) or incorrect (I).

I 1. The parents seem (angrily) about the child's report card.
ADV.

C 2. The speaker talked (knowingly) about (prehistoric) fossils.
ADV. ADJ.

____ 3. After she drank the lemonade, the cake tasted too sweetly to her.

_____ 4. Throughout dinner we were bored because he spoke incessantly.

_____ 5. Sam felt terribly depressed after the accident.

_____ 6. The neighbor appeared calm in spite of the fact that his house was on fire.

_____ 7. He looked quite unhappily at the thought of leaving his job.

_____ 8. Marla jumped up quick when she heard the gunshot.

_____ 9. Even though we were not really hungry, the food smelled delicious.

_____ 10. The history course that I took last semester proved more difficultly than I had expected.

SKILL 48: POSITION ADJECTIVES AND ADVERBS CORRECTLY

Adjectives and adverbs can appear in incorrect positions in written expression questions on the TOEFL test. There are two common errors of this type that you should beware of: (1) the position of adjectives with the nouns they describe, and (2) the position of adverbs with objects.

In English it is correct to place a one-word adjective in front of the noun it describes. On the TOEFL test, however, an incorrect sentence might have an adjective after the noun it describes.

The information *important** is on the first page.
NOUN ADJ.

In this example, the adjective *important* should come before the noun *information* because *important* describes *information.*

A second problem you should be aware of is the position of adverbs with objects of verbs. When a verb has an object, an adverb describing the verb should not come between the verb and its object.

He has taken *recently** an English course.
ADV. OBJECT

This example is incorrect because the adverb *recently* comes between the verb *has taken* and its object *an English course.* There are many possible corrections for this sentence.

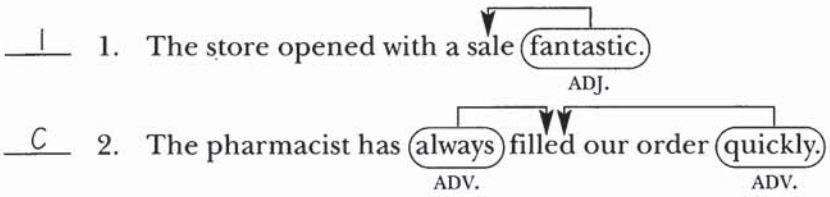
Recently he has taken an English course.
He has *recently* taken an English course.
He has taken an English course *recently.*

You can see from these examples that there are many possible correct positions for the adverb. What is important for you to remember is that an adverb that describes a verb cannot come between the verb and its object.

The following chart outlines the key points that you should remember about the position of adjectives and adverbs:

THE POSITION OF ADJECTIVES AND ADVERBS	
ADJECTIVES	A one-word *adjective* comes before the noun it describes. It does not come directly after.
ADVERBS	An *adverb* can appear in many positions. It cannot be used between a verb and its object.

EXERCISE 48: Each of the following sentences contains at least one adjective or adverb. Circle the adjectives and adverbs, and label them. Draw arrows to the words they describe. Then indicate if the sentences are correct (C) or incorrect (I).



I 1. The store opened with a sale (fantastic.) ADJ.

C 2. The pharmacist has (always) filled our order (quickly.) ADV. ADV.

___ 3. The political candidates expressed their opposing views.

___ 4. The lawyer has selected carefully a new case.

___ 5. Frequently the coffee has tasted bitter.

___ 6. The wedding reception was held at a restaurant expensive.

___ 7. The salesclerk has often traveled to New York.

___ 8. Following the failure of the first set of plans, the manager has altered subsequently them.

___ 9. The students had to study many hours daily during the program intensive.

___ 10. The naval officer was asked to transfer to a foreign country.

EXERCISE (Skills 46–48): Circle the adjectives and adverbs in the following sentences. Draw arrows to the words they describe. Then indicate if the sentences are correct (C) or incorrect (I).

___ 1. They were unable to see where their friends were sitting in the theater because of the lights dim.

___ 2. After the comprehensive exam, she looked exhaustedly by the experience.

___ 3. The project was remarkable close to being finished.

___ 4. Mark always does his homework careful.

_____ 5. The program proved far more interesting than I had imagined it would be.

_____ 6. The student had attended regularly all the lectures in the series.

_____ 7. The patient became healthy after the operation.

_____ 8. The grandparents speak proudly about all their offspring.

_____ 9. The manager seemed certainly that the project would be finished under budget.

_____ 10. The firefighters worked feverishly, and they put out immediately the fire.

TOEFL EXERCISE (Skills 46–48): Choose the letter of the underlined word or group of words that is not correct.

_____ 1. Modern art (A) is on display (B) at the Guggenheim Museum, a building (C) with an unusually (D) design.

_____ 2. By the beginning of the 1980s (A) fifteen states had adopted already (B) no-fault (C) insurance (D) laws.

_____ 3. Heart attacks (A) are fatally (B) in 75 percent (C) of occurrences (D).

_____ 4. In spite of a tremendous (A) amount (B) of electronic (C) gadgetry, air traffic control still depends heavy (D) on people.

_____ 5. Only recently have (A) Gooden's industrially (B) designers and engineers been able to optimize Watertred's unusual (C) tread patterns for mass production (D).

_____ 6. A baboon's (A) arms appear (B) as lengthily (C) as its (D) legs.

_____ 7. A serious problem (A) is how to (B) communicate reliable (C) with a submerged (D) submarine.

_____ 8. Americans (A) are destroying rapidly (B) wetlands, faster than (C) an acre every two (D) minutes.

_____ 9. The central (A) banking (B) system of the United States consists (C) of twelve banks district (D).

_____ 10. Telegraph service (A) across (B) the Atlantic was successful (C) established (D) in 1866.

TOEFL REVIEW EXERCISE (Skills 1–48): Choose the letter of the word or group of words that best completes the sentence.

1. Patty Berg, the top tournament winner in women's golf, _____ eighty-three golf tournaments from 1935 through 1964.

   (A) she won
   (B) winning
   (C) won
   (D) who won

2. _____ with about fifteen times its weight in air does gasoline allow the carburetor to run smoothly.

   (A) It is mixed
   (B) To mix it
   (C) When mixed
   (D) Only when mixed

Choose the letter of the underlined word or group of words that is not correct.

_____ 3. The Colorado River reaches (A) their (B) maximum height (C) during (D) April and May.

_____ 4. Plant proteins (A) tend (B) to have few (C) amino acids than proteins from animal sources (D).

_____ 5. The (A) Viking spacecraft has (B) landed on (C) Mars in (D) July of 1976.

_____ 6. Admiral Byrd commanded (A) airplane expeditions (B) over (C) both the Arctic or (D) the Antarctic.

_____ 7. The advertising (A) campaign will be (B) based on the recent (C) completed (D) study.

_____ 8. Coronary occlusion results from (A) a disease in which (B) fatty substances with a large amount (C) of cholesterol is (D) deposited in the arteries.

_____ 9. Her money gave back (A) as soon as (B) she threatened (C) to take (D) the matter to court.

_____ 10. Other sites (A) of fossil discoveries throughout Wyoming, ranging (B) from the fiery *Tyrannosaurus rex* to the milder (C) *Triceratops,* have proven equally excite (D).

MORE PROBLEMS WITH ADJECTIVES

The previous section dealt with various problems related to both adjectives and adverbs. This section deals with a few problems that are related only to adjectives: (1) *-ly* adjectives, (2) predicate adjectives, and (3) *-ed* and *-ing* adjectives.

SKILL 49: RECOGNIZE *-LY* ADJECTIVES

Generally when a word ends in *-ly* in English, it is an adverb. However, there are a few words ending in *-ly* that are adjectives, and these *-ly* adjectives can cause confusion in written expression questions on the TOEFL test.

The manager turned in his *weekly* report.
ADJ. NOUN

This example is correct, but it appears to be incorrect; it appears that there is an *-ly* adverb in front of the noun *report*. However, *weekly* is an adjective that describes the noun *report*.

The following chart lists common *-ly* adjectives that can appear in English:

-LY ADJECTIVES				
costly	*likely*	*daily*	*quarterly*	*northerly*
early	*lively*	*hourly*	*weekly*	*easterly*
friendly	*lonely*	*monthly*	*yearly*	*southerly*
kindly	*manly*	*nightly*	*lovely*	*westerly*

EXERCISE 49: Each of the following sentences contains at least one adjective or adverb ending in *-ly*. Circle the *-ly* words, and label them as either adjectives or adverbs. Draw arrows to the words they describe. Then indicate if the sentences are correct (C) or incorrect (I).

C 1. Federal taxes are (yearly) taxes which must be paid every April.
ADJ.

I 2. At the fashion show, the new (seasonally) fashions will be shown.
ADV.

____ 3. Do you want to go to the early movie or the lately movie?

____ 4. She offered me some friendly advice about how to deal with the terribly problem.

____ 5. The quarterly reports need to be turned in at the next weekly meeting.

____ 6. He did not have a manly reaction to the negatively comments.

____ 7. The likely outcome of the purchase of the costly car is that he will not be able to pay his monthly bills.

____ 8. The days she spent at the beach house were lonely and solitarily.

____ 9. She takes her daily medication on a regularly schedule.

____ 10. The kindly neighbor paid hourly visits to her unhealthily friend.

SKILL 50: USE PREDICATE ADJECTIVES CORRECTLY

Certain adjectives appear only in the predicate of the sentence; that is, they appear after a linking verb such as *be,* and they cannot appear directly in front of the nouns that they describe.

The snake on the rock was *alive.*
The *alive** snake was lying on the rock.

In the first example, the predicate adjective *alive* is used correctly after the linking verb *was* to describe the subject *snake.* In the second example, the predicate adjective *alive* is used incorrectly in front of the noun *snake.* In this position, the adjective *live* should be used.

The following chart lists some common predicate adjectives and the corresponding forms that can be used in front of the noun:

PREDICATE ADJECTIVES	
PREDICATE ADJECTIVES	FORMS USED IN FRONT OF A NOUN
alike	*like, similar*
alive	*live, living*
alone	*lone*
afraid	*frightened*
asleep	*sleeping*
A predicate adjective appears after a linking verb such as *be.* It cannot appear directly in front of the noun that it describes.	

EXERCISE 50: Each of the following sentences contains a predicate adjective or its related form. Circle the predicate adjectives or related forms. Then indicate if the sentences are correct (C) or incorrect (I).

C 1. The two brothers do not look at all (alike.)

I 2. My friend brought the (alive) lobster to my house and expected me to cook it.

____ 3. Are you going to be lone in the house tonight?

____ 4. The afraid child cried for his mother.

____ 5. Everyone else was asleep by the time I arrived home.

____ 6. We completed our two projects in a like manner.

____ 7. All of the crash victims were alive when they were found.

____ 8. She tried to walk quietly by the asleep dogs without waking them.

_____ 9. Were you feeling afraid when you heard the noise?

_____ 10. According to the report, the president was shot by an alone gunman.

SKILL 51: USE *-ED* AND *-ING* ADJECTIVES CORRECTLY

Verb forms ending in *-ed* and *-ing* can be used as adjectives. For example, the verbal adjectives *cleaned* and *cleaning* come from the verb *to clean.*

The woman *cleans* the car.
VERB

The *cleaning* woman worked on the car.
ADJECTIVE

The woman put the *cleaned* car back in the garage.
ADJECTIVE

In the first example, *cleans* is the verb of the sentence. In the second example, *cleaning* is a verbal adjective describing *woman.* In the third example, *cleaned* is a verbal adjective describing *car.*

Verbal adjectives ending in *-ed* and *-ing* can be confused in written expression questions on the TOEFL test.

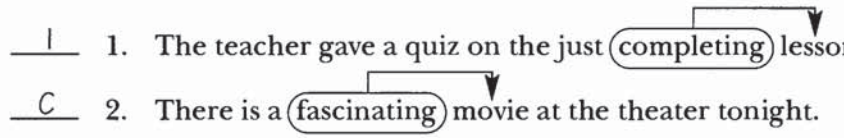
The *cleaning** car...
The *cleaned** woman...

The difference between an *-ed* and an *-ing* adjective is similar to the difference between the active and the passive (see Skills 37 and 38). An *-ing* adjective (like the active) means that the noun it describes is *doing* the action. The above example about *the cleaning car* is not correct because a car cannot do the action of cleaning: you cannot say that *a car cleans itself.* An *-ed* adjective (like the passive) means that the noun it describes is *receiving* the action from the verb. The above example about *the cleaned woman* is not correct because in this example a woman does not receive the action of the verb *clean:* this sentence does not mean that *someone cleaned the woman.*

The following chart outlines the key information that you should remember about *-ed* and *-ing* adjectives:

-ED AND *-ING* ADJECTIVES			
TYPE	MEANING	USE	EXAMPLE
-ING	active	It *does* the action of the verb.	. . . the happily *playing* children . . . (The children *play.*)
-ED	passive	It *receives* the action of the verb.	. . . the frequently *played* record . . . (Someone *plays* the record.)

EXERCISE 51: Each of the following sentences contains either an *-ed* or an *-ing* verbal adjective. Circle the verbal adjectives. Draw arrows to the words they describe. Then indicate if the sentences are correct (C) or incorrect (I).



I 1. The teacher gave a quiz on the just completing lesson.

C 2. There is a fascinating movie at the theater tonight.

____ 3. They thought that it had been a very satisfied dinner.

____ 4. The empty bottles are to the left, and the filling bottles are to the right.

____ 5. For lunch at the restaurant she ordered a mixed salad.

____ 6. The students thought that it was an interesting assignment.

____ 7. The shoppers were impressed by the reducing prices.

____ 8. He can't afford to take long vacations to exotic places because he is a worked man.

____ 9. I recently received several annoying phone calls from the insurance agent.

____ 10. Today the bookkeeper will work on the unpaying bills.

EXERCISE (Skills 49–51): Circle the adjectives in each of the following sentences. Draw arrows to the nouns or pronouns they describe. Then indicate if the sentences are correct (C) or incorrect (I).

____ 1. Her kindly words of thanks made me feel appreciating.

____ 2. After the earthquake, assistance was sent to the damaging areas.

____ 3. Your view has some validity; however, we do not have alike opinions on the matter.

____ 4. It is likely that the early seminar will not be the most interested.

____ 5. I prefer a live theater show to a movie.

____ 6. The thesis of your essay was not very well developed.

____ 7. The asleep children were wakened by the loud sound of the crashing thunder.

____ 8. During the nightly news show there was a lively and fascinating debate.

____ 9. His car was struck by an uninsured motorist.

____ 10. The girl was all alone and feeling lonely in the darkened, frightened house.

TOEFL EXERCISE (Skills 49–51): Choose the letter of the underlined word or group of words that is not correct.

_____ 1. As the only (A) major American river that flowed (B) in a west (C) direction, the Ohio was the preferred (D) route for settlers.

_____ 2. During the annually (A) salmon migration from the sea to fresh (B) water, Alaska's McNeil River becomes a gathering (C) place for brown bears waiting eagerly (D) to catch their fill.

_____ 3. Edelman stresses the mounting (A) evidence showing (B) that greatly (C) variation on a microscopic scale is likely (D).

_____ 4. Perhaps the most welcoming (A) and friendly (B) of the park's wild places is the live (C) oak forest that surrounds the district's alone (D) visitors' center in Gulf Breeze.

_____ 5. Halley's comet, viewing (A) through (B) a telescope, was quite (C) impressive (D).

_____ 6. The state of deep (A) asleep (B) is characterized (C) by (D) rapid eye movement, or REM, sleep.

_____ 7. Among (A) the disputing (B) sections (C) of the Monteverdi opera are (D) the sinfonia, the prologue, and the role of Ottone.

_____ 8. Most probably (A) because of the likable (B) rapport between anchors, the night (C) newscast on the local ABC affiliate has recently (D) moved well beyond its competitors in the ratings battle.

_____ 9. Signing (A) at the outset (B) of a business deal, a contract offers the participants a certain (C) degree of legal protection from costly (D) mistakes.

_____ 10. The story presented by Fischer is a headlong (A) tale told so effectively (B) that its momentum (C) carries the reader right through the live (D) endnotes.

TOEFL REVIEW EXERCISE (Skills 1–51): Choose the letter of the word or group of words that best completes the sentence.

1. During the early nineteenth century, the Spanish missions in Alta, California _____ to be an integral part of the economy and productive capacity of the region.

   (A) proved
   (B) they proved
   (C) they proved it
   (D) proved it

2. Still other hurdles remain before _____ suitable for private cars.

   (A) fuel cells
   (B) become
   (C) fuel cells become
   (D) that fuel cells become

3. The daughters of Joseph LaFlesche were born into the generation of Omaha forced to abandon tribal traditions, _____ on the reservation, and to adapt to the white man's ways.

   (A) they matured
   (B) to mature
   (C) maturing
   (D) to maturity

4. Among the most revealing aspects of mining towns _____ their paucity of public open space.

   (A) was
   (B) were
   (C) it was
   (D) so

Choose the letter of the underlined word or group of words that is not correct.

_____ 5. Factor analysis (A) is used (B) to discover how many (C) abilities are involve (D) in intelligence test performance.

_____ 6. One of the early (A) orders of marine mammals, manatees have evolved (B) more than fifty million (C) years ago from (D) land animals.

_____ 7. Dolphins and chimps are (A) like (B) in that (C) they have been shown (D) to have language skills.

_____ 8. In the appendix at the end (A) of the chapter are (B) the instructions to be used (C) for the completion correct (D) of the form.

_____ 9. Used (A) sound that (B) varies not only in time but in space (C), whales at close range may communicate with (D) sonarlike "pictures."

_____ 10. The 1898 Trans-Mississippi International Exposition has (A) the distinction of being (B) the last major fair which held (C) during (D) the Victorian period.

PROBLEMS WITH ARTICLES

Articles are very difficult to learn because there are many rules, many exceptions, and many special cases. It is possible, however, to learn a few rules that will help you to use articles correctly much of the time.

Nouns in English can be either countable or uncountable. If a noun is countable, it must be either singular or plural. In addition to these general types of nouns, there are two types of articles: definite (specific) and indefinite (general).

ARTICLES	COUNTABLE SINGULAR NOUNS	COUNTABLE PLURAL NOUNS	UNCOUNTABLE NOUNS
INDEFINITE (General)	*a* dollar *an* apple	_____ dollars _____ apples	_____ money _____ juice
DEFINITE (Specific)	*the* dollar *the* apple	*the* dollars *the* apples	*the* money *the* juice

SKILL 52: USE ARTICLES WITH SINGULAR NOUNS

You can see from the chart that if a noun is either countable plural or uncountable, it is possible to have either the definite article *the* or no article (indefinite). With ***all*** countable singular nouns, however, you must have an article (unless you have another determiner such as *my* or *each*).

I have *money.* (uncountable — no article needed)
I have *books.* (countable plural — no article needed)
I have a *book.* (countable singular — article needed)

The following chart outlines the key information that you should remember about articles with singular nouns:

ARTICLES WITH SINGULAR NOUNS
A singular noun ***must*** have an article (*a, an, the*) or some other determiner such as *my* or *each.* (A plural noun or an uncountable noun ***may*** or ***may not*** have an article.)

EXERCISE 52: The following sentences contain different types of nouns. Circle only the countable singular nouns. Mark where articles (or determiners) have been omitted. Then indicate if the sentences are correct (C) or incorrect (I).

I 1. She is taking ^V (trip) with friends.

C 2. In my (yard) there are flowers, trees, and grass.

_____ 3. The manager sent memo to his employees.

_____ 4. There is car in front of the building.

_____ 5. The child and his friends are having milk and cookies.

_____ 6. She is studying to be an actress in films.

_____ 7. My neighbor was arrested for throwing rocks through windows.

_____ 8. We have machinery that prints ten pages each minute.

_____ 9. Teacher has many students during a semester.

_____ 10. Can you heat water for tea?

SKILL 53: DISTINGUISH *A* AND *AN*

The basic difference between *a* and *an* is that *a* is used in front of consonants and *an* is used in front of vowels (*a, e, i, o, u*):

a book	*an* orange
a man	*an* illness
a page	*an* automobile

There are two exceptions to this rule: *u* and *h*. When *u* is pronounced like the consonant *y* (as in *usual*), it is preceded by the article *a* rather than *an*. When *h* is not pronounced (as in *honor*), it is preceded by the article *an* rather than *a*. Pronounce the following examples:

a university	an unhappy man	*a* hospital	an honor
a unit	an understanding	*a* heart	an herb

The following chart outlines the key information about the use of *a* and *an:*

A AND AN	
A	A is used in front of a singular noun with a *consonant* sound.
AN	An is used in front of a singular noun with a *vowel* sound.
Be careful of nouns beginning with H or U. They may have a vowel or a consonant sound.	

EXERCISE 53: Each of the following sentences contains *a* or *an*. Circle each *a* or *an*. Underline the beginning of the word that directly follows. Pronounce the word. Then indicate if the sentences are correct (C) or incorrect (I).

I 1. The dishwasher quit his job because he was making only four dollars (a) hour.

C 2. It was (an) unexpected disappointment to receive (a) rejection letter from the university.

_____ 3. It is raining, so you should bring a umbrella.

_____ 4. He bought a half gallon of milk and a box of a hundred envelopes.

_____ 5. An objection was raised because it was such a unacceptable idea.

____ 6. The workers at the plant do not belong to a union.

____ 7. The police officer was not wearing an uniform when she arrested the suspect.

____ 8. If you do not give me a hand, finishing the project on time will be an impossibility.

____ 9. She was upset when a honest mistake was made.

____ 10. She opened a account at a local department store.

SKILL 54: MAKE ARTICLES AGREE WITH NOUNS

The definite article (*the*) is used for both singular and plural nouns, so agreement is not a problem with the definite article. However, because the use of the indefinite article is different for singular and plural nouns, you must be careful of agreement between the indefinite article and the noun. One very common agreement error is to use the singular indefinite article (*a* or *an*) with a plural noun.

He saw *a** new *movies.*
They traveled to *a** nearby *mountains.*
Do you have *an*other* *books?*

In these examples, you should not have *a* or *an* because the nouns are plural. The following sentences are possible corrections of the sentences above.

He saw a new movie.	(singular)
He saw new movies.	(plural)
They traveled to a nearby mountain.	(singular)
They traveled to nearby mountains.	(plural)
Do you have another book?	(singular)
Do you have other books?	(plural)

The following chart states the key point for you to remember about the agreement of articles with nouns:

AGREEMENT OF ARTICLES WITH NOUNS
You should never use *a* or *an* with a plural noun.

EXERCISE 54: Each of the following sentences contains *a* or *an*. Circle each *a* or *an*. Draw an arrow to the noun it describes. Then indicate if the sentences are correct (C) or incorrect (I).

C 1. She went to school in (a) local community.

I 2. The doctor used (an) other pills.

____ 3. It is necessary to have a farm or land of your own.

____ 4. He must contact a members of the club.

____ 5. You will need a pen or a pencil.

____ 6. He is responsible for bringing a number of items.

____ 7. You must write a report on a subjects of your choice.

____ 8. They crossed through several forests and a stream.

____ 9. There will be another important lessons tomorrow.

____ 10. He could not give me a good reasons for what he did.

SKILL 55: DISTINGUISH SPECIFIC AND GENERAL IDEAS

With countable singular nouns it is possible to use either the definite or the indefinite article, but they have different meanings. The definite article is used to refer to one specific noun.

Tom will bring *the* book tomorrow.
(There is one specific book that Tom will bring tomorrow.)

He will arrive on *the* first Tuesday in July.
(There is only one first Tuesday in July.)

He sailed on *the* Pacific Ocean.
(There is only one Pacific Ocean.)

The indefinite article is used when the noun could be one of several different nouns.

Tom will bring *a* book tomorrow.
(Tom will bring any one book.)

He will arrive on *a* Tuesday in July.
(He will arrive on one of four Tuesdays in July.)

He sailed on *an* ocean.
(He sailed on any one of the world's oceans.)

The following chart outlines the key information that you should understand about specific and general ideas:

SPECIFIC AND GENERAL IDEAS		
ARTICLE	MEANING	USES
A or *AN*	general idea	Use when there are *many*, and you do not *know* which one it is. Use when there are *many*, and you do not *care* which one it is.
THE	specific idea	Use when it is *the only one*. Use when there are *many*, and you *know* which one it is.

EXERCISE 55: Each of the following sentences contains one or more articles. Circle the articles. Draw arrows to the nouns they describe. Then indicate if the sentences are correct (C) or incorrect (I).

I 1. He took (a) trip on (a) Snake River.

C 2. I'll meet you at (the) library later.

____ 3. The ball hit a child on a head.

____ 4. He had a best grade in the class on the exam.

____ 5. The people who came here yesterday were here again today.

____ 6. She was a most beautiful girl in the room.

____ 7. The trip that I took last year to the Bahamas was the only vacation I had all year.

____ 8. I need a piece of paper so that I can finish the report that I am working on.

____ 9. A basketball player threw the ball to a center of the court.

____ 10. The sixth-grade class went on a field trip to visit a Lincoln Memorial.

EXERCISE (Skills 52–55): Circle the articles in the following sentences. Then indicate if the sentences are correct (C) or incorrect (I).

____ 1. He took a money from his wallet to pay for sweater.

____ 2. The notebook that he left had an important assignment in it.

____ 3. Because of previous disagreements, they are trying to arrive at an understanding.

____ 4. The appearance of room could be improved by adding a green plants.

____ 5. The Senate passed law banning smoking in public workplaces.

____ 6. Each chemistry student should bring laboratory manual to a next class.

____ 7. She admitted that she made mistake but said that she had made a honest effort.

____ 8. His absence from the board meeting was a strong indications of his desire to leave the company.

____ 9. The car needed gas, so the driver stopped at a service station.

____ 10. Anyone taking group tour to the Hawaiian Islands must pay fee before a first of the month.

TOEFL EXERCISE (Skills 52–55): Choose the letter of the underlined word or group of words that is not correct.

____ 1. On a trip (A) down to the bottom (B) of the Grand Canyon (C), the equipment will in all probability be carried by a (D) burros.

____ 2. Ford designed the first (A) large-scale assembly line (B) at plant (C) in Highland Park, Michigan (D).

____ 3. In the (A) human body, blood flows from a (B) heart through the arteries (C), and it returns through the (D) veins.

____ 4. The scholarship (A) that Wilson received to study history (B) at Cambridge (C) presented an (D) unique opportunity.

____ 5. Observations from Earth indicate that at the (A) solar surface, the outward (B) magnetic field is a (C) strongest at the polar regions (D).

____ 6. A radar (A) images of Venus add details (B) about a planet (C) dominated by volcanoes and lava (D).

____ 7. In 1863 and 1864, the U.S. Congress passed the National Bank Acts (A), which set up a (B) system of privately owned banks (C) chartered by a federal government (D).

____ 8. An (A) human ear (B) responds to a wide range (C) of frequencies (D).

____ 9. Bacteria that live in soil and water (A) play a vital role (B) in recycling carbon, nitrogen, sulfur, and another (C) chemical elements used by living things (D).

____ 10. During the U.S. (A) Civil War, an American (B) balloonist organized a balloon (C) corps in Army (D).

TOEFL REVIEW EXERCISE (Skills 1–55): Choose the letter of the word or group of words that best completes the sentence.

1. In economics, "diminishing returns" describes ____ resource inputs and production.
   (A) among
   (B) when it is
   (C) among them
   (D) the relationship between

2. When lava reaches the surface, its temperature can be ten times ____ boiling water.
   (A) the temperature
   (B) that of
   (C) it is
   (D) more

3. Rarely _____ remove the entire root of a dandelion because of its length and sturdiness.

(A) can the casual gardener
(B) the casual gardener
(C) the casual gardener will
(D) does the casual gardener's

Choose the letter of the underlined word or group of words that is not correct.

_____ 4. Operas can be broadly (A) classified (B) as either comedies or (C) they are tragedies. (D)

_____ 5. Tungsten has the highest (A) melting point of all metals, and for this reason it is often use (B) in equipment (C) that must withstand (D) high temperatures.

_____ 6. Whereas (A) there are forty-three ant species in Great Britain, the (B) same amount (C) of ant species can be found in a (D) single tree in Peru.

_____ 7. People voice theirs (A) opinions first in small groups (B) or among (C) friends and acquaintances. (D)

_____ 8. Inside the Lincoln Memorial is a (A) large statue (B) of Lincoln make (C) from white marble. (D)

_____ 9. Detailed photometric (A) data of the area just north of Triton's equatorial region indicate (B) the existence of a thin, transparent (C) layers (D) of frost.

_____ 10. U.S. census figures indicate (A) that people with only an (B) elementary education can earn just half (C) as much as college graduations. (D)

PROBLEMS WITH PREPOSITIONS

Prepositions can be used in two ways: in a literal way and in an idiomatic way. In the literal use, the preposition means exactly what you expect.

The boy ran *up* the hill.
She went *in* the house.

In the first example, the preposition *up* means that the boy went in the direction *up* rather than *down.* In the second example, the preposition *in* means that she went *into* rather than *out of* the house.

In the idiomatic use, which is what appears most often on the TOEFL test, the preposition appears in an idiomatic expression; that is, its meaning in this expression has nothing to do with the literal meaning.

I call *up* my friend.
He succeeded *in* passing the course.

In the first example, the word *up* has nothing to do with the direction *up. To call up someone* means *to telephone* someone. In the second example, the word *in* has nothing to do with the meaning of *into* or *inside;* it is simply idiomatic that the word *in* is used after the verb *succeed.*

It is impossible to list all potential idiomatic expressions with their prepositions because there are so many expressions that could appear on the TOEFL test. However, in this chapter you can practice recognizing problems with prepositions in TOEFL-type questions. Then, when you are working in written expression questions on the TOEFL test, you should be aware that idiomatic errors with prepositions are common in that section. There are two common types of problems with prepositions that you should expect: (1) incorrect prepositions and (2) omitted prepositions.

SKILL 56: RECOGNIZE INCORRECT PREPOSITIONS

Sometimes an incorrect preposition is given in a sentence in written expression questions on the TOEFL test.

The game was called *on** because of rain.
I knew I could count *in** you to do a good job.

The first example should say that the game was *called off* because of rain. The expression *called off* means *canceled,* and that is the meaning that makes sense in this sentence. *To call on someone* is *to visit someone,* and this meaning does not make sense in this example. In the second example, it is not correct in English to *count in someone.* The correct expression is to *count on someone.*

EXERCISE 56: Each of the following sentences contains at least one preposition. Circle the prepositions. Then indicate if the sentences are correct (C) or incorrect (I).

C 1. (After) school many students participate (in) sports.

I 2. I know I can rely (in) you to be here (on) time.

____ 3. If you need more light to read, turn on the lamp next to you.

____ 4. Parents always try to bring at their children to be thoughtful.

____ 5. I'll have to consult to my attorney before making a decision.

____ 6. Walt has lost his keys, so he must look for them.

____ 7. I just don't approve at your cheating on the exam.

____ 8. Smoking is forbidden, so you should put out your cigarette.

____ 9. Failure to pass the test will result to the loss of your license.

____ 10. It is unlawful for parolees to associate with known felons.

SKILL 57: RECOGNIZE WHEN PREPOSITIONS HAVE BEEN OMITTED

Sometimes a necessary preposition has been omitted from a sentence in written expression questions on the TOEFL test.

Can you *wait** me after the game?
I *plan** attending the meeting.

The first example is incorrect because it is necessary to say *wait for me.* The second example is incorrect because it is necessary to say *plan on attending.*

EXERCISE 57: Prepositions have been omitted in some of the following sentences. Mark where prepositions have been omitted. Then indicate if the sentences are correct (C) or incorrect (I).

I 1. If you take this job, it will be necessary to deal ^ other departments.

C 2. Each child took one cookie from the plate.

____ 3. In the discussion, Rob sided the rest.

____ 4. The board turned his suggestion for the project because it was too costly.

____ 5. He can always depend his friends.

____ 6. While Mrs. Sampson went shopping, a baby-sitter looked the children.

____ 7. I know Steve believes what you told him.

____ 8. Children should beware strangers.

_____ 9. It was difficult to make a decision about buying a house.

_____ 10. Tom blamed his brother the dent in the car.

EXERCISE (Skills 56–57): Circle the prepositions in the following sentences. Mark where they have been omitted. Then indicate if the sentences are correct (C) or incorrect (I).

_____ 1. The students must hand in their homework.

_____ 2. It will be difficult to forgive you of breaking your promise.

_____ 3. Elizabeth excels math and science.

_____ 4. She insisted on going to work in spite of her cold.

_____ 5. Bob reminds me to his father because he looks just like him.

_____ 6. If you are cold, you should put on your sweater.

_____ 7. Mr. Sanders is not here now, but he will call you when he returns.

_____ 8. I do not want to interfere your plans.

_____ 9. Alan waited Marie after school.

_____ 10. Bill laughs me whenever he looks me.

TOEFL EXERCISE (Skills 56–57): Choose the letter of the underlined word or group of words that is not correct.

_____ 1. Amelia Earhart, the first (A) woman to fly solo across (B) the Atlantic, disappeared on (C) June 1937 while attempting to fly around (D) the world.

_____ 2. The occurrence edema (A) indicates (B) the presence of (C) a serious illness (D).

_____ 3. Atomic nuclei are (A) believed (B) to be composed by (C) protons and neutrons in (D) equal numbers for the lighter elements.

_____ 4. According legend (A), Betsy Ross designed and sewed (B) the first (C) American flag (D).

_____ 5. The middle ear (A) is attached for (B) the back of (C) the throat by (D) the eustachian tube.

_____ 6. Plants that sprout, grow, bloom, produce seeds (A), and die within (B) one year (C) are classified for (D) annuals.

_____ 7. A marionette is controlled by (A) means strings (B) connected (C) to (D) wooden bars.

_____ 8. In July of 1861, Pat Garrett killed Billy the Kid in a house close Fort Sumner.
A B C D

_____ 9. Many comfort heating systems using steam as a working fluid operate at the
A B C D
convection principle.

_____ 10. Mars's two small moons are irregularly shaped and covered for craters.
A B C D

TOEFL REVIEW EXERCISE (1–57): Choose the letter of the word or group of words that best completes the sentence.

1. In any matter, heat tends to flow _____ to the cooler parts.
   (A) hotter parts
   (B) there are hotter parts
   (C) from the hotter parts
   (D) toward the hotter parts

2. Certain authorities claim that the costumes that people wear to parties _____ into their personalities.
   (A) give subtle insights
   (B) they give subtle insights
   (C) which give subtle insights
   (D) subtle insights

3. _____ Army camps near Washington, D.C., in 1861, Julia Ward Howe wrote "The Battle Hymn of the Republic."
   (A) She visited
   (B) After visiting
   (C) When visited
   (D) When was she visiting

Choose the letter of the underlined word or group of words that is not correct.

_____ 4. The body depends in food as its primary source of energy.
A B C D

_____ 5. Regular programming was interrupted to broadcast a special news bulletins.
A B C D

_____ 6. Sulfa drugs had been used to treat bacterial infection until penicillin becomes widely
A B C D
available.

_____ 7. Plans for both the International Monetary Fund or the World Bank were drawn up at
A B C D
the Bretton Woods Conference.

_____ 8. Seldom Antarctic icebergs will move far enough north to disturb South Pacific
A B C
shipping lanes.
D

____ 9. In 1958, a largest (A) recorded (B) wave, with (C) a height of 500 meters, occurred in (D) Lituya Bay, Alaska.

____ 10. Exercise in swimming pools is particularly (A) helpful (B) because of (C) the buoyant effect water (D).

PROBLEMS WITH USAGE

In English certain groups of words have similar uses, and these words are sometimes confused in written expression questions on the TOEFL test. Although various usage problems are possible on the TOEFL test, the following problems are the most common: (1) when to use *make* and *do;* (2) when to use *like, unlike,* and *alike;* and (3) when to use *other, another,* and *others.*

SKILL 58: DISTINGUISH *MAKE* AND *DO*

Make and *do* can be confused in English because their meanings are so similar. Since the difference between *make* and *do* is tested on the TOEFL test, you should learn to distinguish them.

Make often has the idea of *creating* or *constructing.* The following expressions show some of the possible uses of *make:*

She likes to *make* her own clothes.
Would you like to *make* a cake for dessert?
If you *make* a mistake, you should correct it.
He was unable to *make* a response to the threat.

Do often has the idea of *completing* or *performing.* The following expressions show some of the possible uses of *do:*

This morning she *did* all the dishes.
The students *are doing* the assignments.
The janitors *did* the work they were assigned.
You can *do* your laundry at the laundromat.

These are only some of the uses of *make* and *do.* Many uses of *make* and *do* are idiomatic and therefore difficult to classify.

EXERCISE 58: Each of the following sentences contains *make* or *do*. Circle *make* or *do*. Draw arrows to the nouns that complete the expressions. Then indicate if the sentences are correct (C) or incorrect (I).

I 1. The biology student (did) several mistakes in the lab report.

C 2. I hope that you will be able to (do) me a favor this afternoon.

____ 3. No matter what job she has, she always makes her best.

____ 4. The runner did a strong effort to increase her speed in the mile race.

____ 5. It is comforting to think that your work can make a difference.

____ 6. His grade was not very good because he had not done his homework.

____ 7. In this job you will make more money than in your previous job.

____ 8. He was unable to do dinner because no one had done the lunch dishes.

____ 9. It is a pleasure to work with someone who always makes the right thing.

____ 10. If you make a good impression at your job interview, you will get the job.

SKILL 59: DISTINGUISH *LIKE, ALIKE,* AND *UNLIKE*

Like, alike, and *unlike* are easily confused because they look so similar and they have many different uses. There are several structures with *like, alike,* and *unlike* that you should be familiar with.

The first structures you should already be familiar with are the adjectives *alike* and *like* (see Skill 50). Study the use of *alike* and *like* in the following examples.

John and Tom are *alike.*
John and Tom worked in a *like* manner.

In both these examples, *alike* and *like* are adjectives that mean *similar.* In the first example, *alike* is a predicate adjective describing *John* and *Tom.* Because *alike* is a predicate adjective, it can only be used after a linking verb such as *are.* In the second example, *like* is the adjective form that is used immediately before the noun *manner.*

The next structures you should be familiar with are the prepositions *like* and *unlike,* which have opposite meanings. Because they are prepositions, they must be followed by objects.

John is (*like* Tom).
John is (*unlike* Tom).

In the first example, the preposition *like* is followed by the object *Tom.* It means that Tom and John are similar. In the second example, the preposition *unlike* is followed by the object *Tom.* It means that Tom and John are not similar.

The prepositions *like* and *unlike* can also be used at the beginning of a sentence.

(*Like* Tom), John is tall.
(*Unlike* Tom), John is tall.

In the first example, the preposition *like* is followed by the object *Tom.* It means that Tom is tall. In the second example, the preposition *unlike* is followed by the object *Tom.* It means that Tom is not tall.

The following chart outlines the structures and meanings of sentences with *like, alike,* and *unlike:*

LIKE, ALIKE, AND *UNLIKE*			
	GRAMMAR	MEANING	USE
like	adjective	similar	As an adjective, *like* is used before a noun.
alike	adjective	similar	As an adjective, *alike* is used after a linking verb.
like	preposition	similar	Both prepositions are followed by objects. They can both be used in many positions, including at the beginning of the sentence.
unlike	preposition	different	

EXERCISE 59: Each of the following sentences contains *like, alike,* or *unlike.* Circle the *like* words. Then indicate if the sentences are correct (C) or incorrect (I).

I 1. The two routes you have chosen for the trip are (like).

C 2. The science books this semester are (like) the books used last semester.

____ 3. Alike the restaurant where we usually eat, this new restaurant has early-bird specials.

____ 4. Unlike the traditional red fire engines, the new fire engines are yellow.

____ 5. The two girls were embarrassed because they were wearing alike dresses.

____ 6. The new piece that the pianist is preparing is unlike any she has ever played before.

____ 7. Like the Washington Zoo, the San Diego Zoo had several panda bears.

____ 8. The insurance package offered by that company is exactly alike the package our company offers.

____ 9. Any further work done in a like fashion will be rejected.

____ 10. It is unfortunate that the covers for this year's and last year's albums are so alike.

SKILL 60: DISTINGUISH *OTHER, ANOTHER,* AND *OTHERS*

Other, another, and *others* are very easy to confuse. To decide how to use each of them correctly, you must consider three things: (1) if it is singular or plural, (2) if it is definite (*the*) or indefinite (*a, an*), and (3) if it is an adjective (it appears with a noun) or if it is a pronoun (it appears by itself).

	SINGULAR	PLURAL
INDEFINITE	I have *another* book. (ADJ) I have *another.* (PRO)	I have *other* books. (ADJ) I have *others.* (PRO)
DEFINITE	I have *the other* book. (ADJ) I have *the other.* (PRO)	I have *the other* books. (ADJ) I have *the others.* (PRO)

Notice that you use *another* only to refer to an indefinite, singular idea. *Others* is used only as a plural pronoun (not accompanied by a noun). In all other cases, *other* is correct.

EXERCISE 60: Each of the following sentences contains *other, another,* or *others.* Circle *other, another,* or *others.* Then indicate if the sentences are correct (C) or incorrect (I).

C 1. It is essential to complete the first program before working on the (others.)

I 2. The waitress will bring you (the another) bowl of soup if you want.

____ 3. You should pack another pair of shoes in case that pair gets soaked.

____ 4. It is difficult to find others workers who are willing to work such long hours.

____ 5. Since the lamp you wanted is out of stock, you must choose another.

____ 6. The other desk clerk must have put that message in your mailbox.

____ 7. If your identification card is lost or stolen, you cannot get another.

____ 8. Because they were not pleased with the hotel accommodations last year, they have decided to try a other hotel this year.

____ 9. As some students moved into the registration area, others took their places in line.

____ 10. The printer will not function unless it has another cartridges.

EXERCISE (Skills 58–60): Circle the words in the following sentences that are commonly confused on the TOEFL test. Then indicate if the sentences are correct (C) or incorrect (I).

____ 1. When the car's odometer reached 100,000, she decided that it was time to buy another car.

____ 2. Every time someone does an error in the program, several extra hours of work are created.

____ 3. Like the fashions shown in this magazine, the fashions in the other magazine are quite expensive.

____ 4. Because the main highway is crowded at this hour, the driver should try to find another routes to the stadium.

_____ 5. Although the two signatures are supposed to be exactly the same, they are not at all like.

_____ 6. The decorators did the shopping for the material and made curtains for the windows.

_____ 7. Before the administrator reads the stack of papers on his desk, he should sign the others that are on the file cabinet.

_____ 8. The committee is doing the arrangements for the Saturday evening banquet.

_____ 9. When he made several other big mistakes, he did his apologies to the others in the office.

_____ 10. Perhaps the designer could select others styles if these are inappropriate.

TOEFL EXERCISE (Skills 58–60): Choose the letter of the underlined word or group of words that is not correct.

_____ 1. The buffalo and the bison <u>are</u> (A) <u>like</u> (B) <u>except for</u> (C) the <u>size</u> (D) and shape of the head and shoulders.

_____ 2. <u>Other</u> (A) <u>interesting</u> (B) aspect of tachistopic training in recent years <u>has been</u> (C) the newfound <u>use</u> (D) by professional teams.

_____ 3. <u>Only about</u> (A) 3 percent of <u>oil wells</u> (B) <u>actually</u> (C) <u>do</u> (D) a profit.

_____ 4. <u>Dislike</u> (A) sumac <u>with</u> (B) red berries, sumac with white berries <u>is</u> (C) <u>poisonous</u> (D).

_____ 5. Pittsburgh has reduced <u>its</u> (A) smog by requiring <u>more</u> (B) complete oxidation of fuel in cars, and <u>others</u> (C) cities can <u>do</u> (D) the same thing.

_____ 6. <u>Alike</u> (A) <u>all</u> (B) <u>other</u> (C) mammals, dolphins <u>have</u> (D) lungs.

_____ 7. Up to World War II <u>almost all</u> (A) important research in physics had been <u>made</u> (B) in universities, <u>with only</u> (C) university funds <u>for support</u> (D).

_____ 8. Because the plan <u>that was made</u> (A) yesterday is <u>no longer</u> (B) feasible, the manager <u>had to</u> (C) choose another <u>alternatives</u> (D).

_____ 9. Particles with <u>unlike</u> (A) charges attract each other, <u>while</u> (B) particles with <u>alike</u> (C) charges repel each <u>other</u> (D).

_____ 10. <u>One another</u> (A) <u>surprising</u> (B) method of forest <u>conservation is</u> (C) <u>controlled cutting</u> (D) of trees.

TOEFL REVIEW EXERCISE (Skills 1–60): Choose the letter of the word or group of words that best completes the sentence.

1. Wild Bill Hickok _____ for the Union Army during the Civil War by posing as a Confederate officer.

   (A) spied
   (B) spying
   (C) a spy
   (D) was spied

2. _____ was unusable as farmland and difficult to traverse, the Badlands is an area in South Dakota.

   (A) So named because it
   (B) Because of
   (C) It
   (D) Naming it

Choose the letter of the underlined word or group of words that is not correct.

_____ 3. Titania, photographed (A) by *Voyager 2* in 1986, has (B) significantly fewer (C) craters than another (D) moons of Uranus.

_____ 4. The author (A) Francis Scott Key Fitzgerald is better (B) know (C) as (D) F. Scott Fitzgerald.

_____ 5. The result of the failure to plan for the future is that (A) a child from an urban (B) area must be took (C) to the country to see nature (D).

_____ 6. This (A) machine can print on a single pieces (B) of paper, but only (C) if the lever is facing (D) the front of the machine.

_____ 7. The development of permanent teeth, alike (A) that (B) of deciduous teeth, begins (C) before birth (D).

_____ 8. A crowd of several (A) hundred fan (B) watched (C) the ceremony from behind (D) a fence.

_____ 9. Unlike (A) other (B) architects of the early modern movement, Alvar Aalto stressed informality, personal expression, romantic (C), and regionality in his work (D).

_____ 10. Color blindness (A) may exist (B) at birth or may occur later in (C) life as a result for (D) disease or injury.

STRUCTURE POST-TEST (Paper)

SECTION 2
STRUCTURE AND WRITTEN EXPRESSION

Time—25 minutes
(including the reading of the directions)
Now set your clock for 25 minutes.

This section is designed to measure your ability to recognize language that is appropriate for standard written English. There are two types of questions in this section, with special directions for each type.

Structure

Directions: Questions 1–15 are incomplete sentences. Beneath each sentence you will see four words or phrases, marked (A), (B), (C), and (D). Choose the one word or phrase that best completes the sentence. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen. Fill in the space so that the letter inside the oval cannot be seen.

Look at the following examples.

Example I

The president _____ the election by a landslide.

(A) won
(B) he won
(C) yesterday
(D) fortunately

Sample Answer

(A) ●
(B)
(C)
(D)

The sentence should read, "The president won the election by a landslide." Therefore, you should choose (A).

Example II

When _____ the conference?

(A) the doctor attended
(B) did the doctor attend
(C) the doctor will attend
(D) the doctor's attendance

Sample Answer

(A)
(B) ●
(C)
(D)

The sentence should read, "When did the doctor attend the conference?" Therefore, you should choose (B).

Now, begin work on the questions.

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2 o 2 o 2 o 2 o 2 o 2 o 2 o 2

1. _____ range in color from pale yellow to bright orange.

   (A) Canaries
   (B) Canaries which
   (C) That canaries
   (D) Canaries that are

2. Carnivorous plants _____ insects to obtain nitrogen.

   (A) are generally trapped
   (B) trap generally
   (C) are trapped generally
   (D) generally trap

3. A federal type of government results in _____.

   (A) a vertical distribution of power
   (B) power is distributed vertically
   (C) vertically distributed
   (D) the distribution of power is vertical

4. February normally has twenty-eight days, but every fourth year, _____ has twenty-nine.

   (A) there
   (B) its
   (C) is a leap year
   (D) a leap year, it

5. Evidence suggests that one-quarter of operations _____ bypass surgery may be unnecessary.

   (A) they involve
   (B) involve
   (C) involving
   (D) which they involve

6. _____ a tornado spins in a counterclockwise direction in the northern hemisphere, it spins in the opposite direction in the southern hemisphere.

   (A) However
   (B) Because of
   (C) Although
   (D) That

7. The Caldecott Medal, _____ for the best children's picture book, is awarded each January.

   (A) is a prize which
   (B) which prize
   (C) which is a prize
   (D) is a prize

8. Sports medicine is a medical specialty that deals with the identification and treatment of injuries to persons _____.

   (A) sports are involved
   (B) involved in sports
   (C) they are involved in sports
   (D) sports involve them

9. The Wilmington Oil Field, in Long Beach, California, is one of _____ oil fields in the continental United States.

   (A) productive
   (B) the most productive
   (C) most are productive
   (D) productivity

10. Thunder occurs as _____ through air, causing the heated air to expand and collide with layers of cooler air.

    (A) an electrical charge
    (B) passes an electrical charge
    (C) the passing of an electrical charge
    (D) an electrical charge passes

11. The population of Houston was ravaged by yellow fever in 1839 _____ in 1867.

    (A) it happened again
    (B) and again
    (C) was ravaged again
    (D) again once more

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12. Researchers have long debated _____ Saturn's moon Titan contains hydrocarbon oceans and lakes.

    (A) over it
    (B) whether the
    (C) whether over
    (D) whether

13. According to Bernoulli's principle, the higher the speed of a fluid gas, _____ the pressure.

    (A) it will be lower
    (B) lower than the
    (C) the lower
    (D) lower it is

14. The flight instructor, _____ at the air base, said that orders not to fight had been issued.

    (A) when interviewed
    (B) when he interviewed
    (C) when to interview
    (D) when interviewing

15. In the northern and central parts of the state of Idaho _____ and churning rivers.

    (A) majestic mountains are found
    (B) are majestic mountains found
    (C) are found majestic mountains
    (D) finding majestic mountains

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Written Expression

Directions: In questions 16–40, each sentence has four underlined words or phrases. The four underlined parts of the sentence are marked (A), (B), (C), and (D). Identify the one underlined word or phrase that must be changed in order for the sentence to be correct. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Look at the following examples.

Example I

The four string on a violin are tuned
A B C D
in fifths.

Sample Answer

Ⓐ ● Ⓒ Ⓓ

The sentence should read, "The four strings on a violin are tuned in fifths." Therefore, you should choose (B).

Example II

The research for the book *Roots* taking
A B C
Alex Haley twelve years.
D

Sample Answer

Ⓐ Ⓑ ● Ⓓ

The sentence should read, "The research for the book *Roots* took Alex Haley twelve years." Therefore, you should choose (C).

Now, begin work on the questions.

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2 o 2 o 2 o 2 o 2 o 2 o 2 o 2

16. Light (A) can travels (B) from the Sun (C) to the Earth in eight minutes (D) and twenty seconds.

17. Every human typically (A) have (B) twenty-three pairs of (C) chromosomes in most cells (D).

18. In the (A) sport (B) of fencing, three type (C) of swords are used (D): the foil, the epee, and the sabre.

19. The Internal Revenue Service uses (A) computers to check tax return computations (B), to determine the reasonableness of deductions, and for verifying (C) the accuracy of reported income (D).

20. There was (A) four groups of twenty rats (B) each involved (C) in the test (D).

21. The type of jazz known as (A) "swing" was introduced (B) by Duke Ellington when he (C) wrote and records (D) "It Don't Mean a Thing If It Ain't Got That Swing."

22. The bones of mammals, not alike (A) those (B) of other (C) vertebrates, show (D) a high degree of differentiation.

23. The United States receives (A) a large amount (B) of revenue from taxation (C) of a (D) tobacco products.

24. Much (A) fats are composed of one molecule (B) of glycerin combined with (C) three molecules of fatty acids (D).

25. The capital (A) of the Confederacy was originally (B) in Mobile, but they were (C) moved (D) to Richmond.

26. A pearl develops when (A) a tiny grain of sand or some another (B) irritant (C) accidentally enters into (D) the shell of a pearl oyster.

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27. The English horn is an alto (A) oboe with a pitch (B) one fifth lower as (C) that (D) of the soprano oboe.

28. In the Milky Way galaxy, the most (A) recent (B) observed supernova appeared (C) in (D) 1604.

29. Although (A) the name suggests otherwise (B), the ship known as (C) *Old Ironsides* was built of oak and cedar rather than it was built (D) of iron.

30. Never in the history (A) of humanity there have (B) been more people (C) living (D) on this relatively small planet.

31. Because of the mobile (A) of Americans today, it is (B) difficult for them (C) to put down real roots (D).

32. For five years after (A) the Civil War, Robert E. Lee served to (B) president of Washington College, which (C) later was called (D) Washington and Lee.

33. Doctors successfully (A) used hypnosis during (B) World War II to treat (C) fatigue battle (D).

34. The lobster, like (A) many (B) crustaceans, can cast off a damaging (C) appendage and regenerate a new appendage to nearly normal size (D).

35. The main cause of the oceans' tides (A) is (B) the gravitation (C) pull of the Moon (D).

36. The (A) curricula of American public schools are (B) set in (C) individual states; they do not determine (D) by the federal government.

37. The fact that the sophisticated technology has become (A) part of revolution (B) in travel delivery systems (C) has not made travel schedules less hectic (D).

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38. Balanchine's plotless (A) ballets, such (B) *Jewels* and *The Four Temperaments,* present (C) dance purely (D) as a celebration of the movement of the human body.

39. In a solar battery, a photosensitive semiconducting (A) substance such as (B) silicon crystal is the source (C) of electrician (D).

40. In early days (A) hydrochloric acid was done (B) by heating (C) a mixture of sodium chloride with (D) iron sulfate.

This is the end of Section 2.
If you finish before 25 minutes has ended,
check your work on Section 2 only.

